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ABSTRACT

This report reviews the culmination of a series of activities, procedures, and conferences which were employed by the faculty of Norfolk State College (NSC) for the study of the Comprehensive Elementary Teacher Education Models (CETEMS). Five major procedures were incorporated in the process of studying the programs. The first step was to develop a criterion in terms of local needs and for use in the study of the CETEM Programs. Models were reviewed against this criteria. Next, project directors of those models which more closely reflected the criteria development for the study were invited to NSC to conduct a 1-day seminar on their model. Copies of summaries as well as full Phase 1 reports on CETEMS were made available for individual study. Teams of two or more members of the project staff made on-site visits to two model developing institutions, attended two conferences of developing institutions, and participated in a dissemination conference. Finally a 2-day workshop on the model programs was organized at the campus of NSC which was attended by the project staff, non-educational faculty of NSC, public school personnel education faculties from two other local teacher training institutions, and representatives from the state department of education. Appendixes on related material are included. (Related document SP 005 817) (MJM)

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A Project On

Developing A Competency-Based Elementary Teacher Education Program At Norfolk State College Based On The Implications-Study of the Comprehensive Elementary Teacher Education Models

Vol. I

M. Sharif Hafiz, Project Director

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Table of Contents

Page

I. INTRODUCTION i

PART I

II. IMPLICATIONS-STUDY PROJECT ON THE COMPRE-HENSIVE ELEMENTARY TEACHER EDUCATION MODELS (CETEMS)..... 1

Need for the Project 2

Purpose of the Project 3

Procedures -..... 4

Definition of Terms 5

Project Participants 8

NSC Criteria for Studying the CETEMS 10

CETEMS and Their Innovative Features 11

Implications of the CETEMS for Norfolk State College... 19

PART II

111. DEVELOPING COMPETENCY-BASED ELEMENTARY TEACHER EDUCATION PROGRAM AT NORFOLK STATE COLLEGE..... 22

Introduction 22

Program Basis 22
Institutional Context 23

Competency-Based Teacher Education (CBTE)..... 24

Background and Perspective 24
CBTE defined 25

Rationale and Objective for the New Program 26
Overall Objective 28

Curriculum and Instructional System 30

Table of Contents

	Page
Pre-professional Education Components	31
Professional Education Components	33
Three Components with a Newer Emphasis	38
Career Decision Seminar	38
Laboratory-Clinical Experiences Component	40
Human Relations Component	49
Implementation Strategy	53
Phased and Gradual Development	53
System for Program Development	55
Task Forces	55
Utilization of Outside Support	57
Teacher Corps Project	57
Consortium Support and Cooperation	57
Coolition with CETEMS Teams	
Relationship of NETEP to NCATE Standards	59
Program Emphases and Operational Innovations	60
Specified Objective and Competencies	60
Institutional Changes	60
Specialized Learning Environments	60
Learning Alternatives	61
Broad, Integrated Learning Components	61
Field-Centered Experiences	64
Portal Schools" and Teaching Centers	65
Broad Input Base	68
Greater Student Involvement	69
Student Guidance	72
Areas of Concentration	72
Management and Control Support System	73
Management and Administrative Concerns	73
Evaluation and Information Support System	75
Evaluating Student Progress	75
Evaluating the Total Program and its Components	76
Summary, Conclusions and Recommendations	79
Summary	79
Conclusions	82
Recommendations	83

Table of Contents

		Page
IV.	APPENDICES	85
	Appendix A: Comprehensive Elementary Teacher Education Models (CETEMS)	86
	Appendix B: Consortium of Southern Colleges for Teacher Education	88
	Appendix C: Student Flow Through the Program	92
	Appendix D: Sample Instructional Modules	99

List of Tables

		Page
1.	Student Progress through the Program	30
2.	Curriculum and Instruction System: Time Sequence.....	31
3.	Pre-porfessional and Professional Education Components	32
4.	NETEP Model Curriculum Design	35
5.	Current Traditional Curriculum	35A
6.	Sequence of Field Experiences in Laboratory-Clinical Experience Components	48
7.	System for Program Development	55
8.	Time-line Projection for Implementation	56
9.	Some of the Elements of an Instructional Module(IM)...	63
10.	"Portal Schools" Relationship under NETEP Model	
11.	Administrative Organization of Norfolk State College	
12.	Administrative Organization of the Division of Teacher Education at NSC	74B
13.	College-wide Council on Teacher Education	74C
14.	NETEP Model: Instructional Modules within the Curriculum Structure	117
15.	Sequence of Activities in Pursuing an IM	120

INTRODUCTION

This report represents a culmination of a series of activities, procedures, and conferences which were employed by the faculty of Norfolk State College (hereinafter abbreviated as NSC), for the study of the Comprehensive Elementary Teacher Education Models (hereinafter abbreviated as CETEMS)[1], developed in 1968 under a special project sponsored by the U.S. Office of Education, (hereinafter abbreviated as USOE). Norfolk State College was one of the ten small, emerging teacher training Institutions[2] which were selected to study the CETEMS with a view to determine the implications of the Innovative proposals contained in the CETEMS. Through projects such as this one, the U.S. Office of Education sought to gain insights into the feasibility and applicability of the model programs within the larger context of preparing elementary teachers at nstitutions throughout this country. This study project was but one of several ongoing curriculum development and program improvement projects which are currently underway at this College, and which will continue to be pursued in the immediate future.

This project began in July, 1969, and ended in June, 1971. This report describes, then, the composition of the project staff and other participants, the activities and procedures employed, and a brief overview of the CETEMS and their implications for

[1] See appendix A

[2] See appendix B

program improvement at this College. This overview is by no means intended to be exhaustive but describes only the highlights of model programs which seem to have far reaching implications for teacher education programs and practices at NSC in the years ahead. It is hoped that this description would provide to readers of this report, who may not be familiar with the CETEMS, with the background information. It is recommended that readers wanting more detailed information on the CETEMS should direct their attention to the study of the Phase I and Phase II reports on CETEMS which are available from the Bureau of Research, U.S. Office of Education, Washington, D.C.

One of the concomitant results of this projects has been the development of a proposal for a new framework for the elementary teacher education program model at this College. The new program named as Norfolk Elementary Teacher Education Program Model (NETEP Model) as conceptualized in accordance with the proposals borrowed from the CETEMS is far from a complete system: only some of the foundations are hereby laid on which will be built the total program. While the planning work is still underway on various support systems, certain selected elements of the curriculum and instruction program system have been outlined in a detailed form and which are currently going through the process of development and tryout. It is hoped that the report that follows will be of some benefit to other institutions with similar changes in view. The proposed NETEP Model reflects many of the changes aad innovative features which have been suggested in, and borrowed freely from the CETEMS; some

adopted on "as-is basis while others have been modified to suit this institution's special needs and resources. Also, pointed out in this report are the immediate and and long term plans toward which this project staff hopes the future developmental and operational activities at this College will be directed.

This report is intended only to serve as a description of the tentative and still evolving framework of the NETEP Model. The CETEM Programs which have been most extensively utilized in the development of NETEP Model as reported here are: Florida State University, University of Georgia, University of Massachusetts, Michigan State University, University of Pittsburgh and Syracuse University. Footnote rerences to the above models have been omitted, as it would have made the reading of this report only cumbersome. To the authors of these Models, the NSC Project Staff is highly grateful.

Appreciation is also extended by this writer to all his colleagues in the Division of Teacher Education, particularly the Elementary Education Department, for their active support for and contributions toward this project. Thanks are extended to all other participants, agencies as well as persons; local-four-city school systems (Norfolk, Chesapeake, Portsmouth and Virginia Beach), the two local teacher-training institutions (Old Dominion University and Virginia Wesleyan College), the Virginia State Department of Education, the consultants invited from outside, and others; the cooperation and collaboration received from these persons and agencies made this project a most worthwhile and successful experience for all those who participated in it.

The Staff of this project is grateful to the USOE which provided the necessary stimulation and the financial support without which this project could not be undertaken.

Comments, suggestions and constructive criticism on any aspect of the proposed program are welcomed from readers who may desire to do so.

M. Sharif Hafiz
Professor and Director
CETEMS-Study Project

PART I

IMPLICATIONS - STUDY PROJECT ON THE COMPREHENSIVE ELEMENTARY TEACHER EDUCATION MODELS (CETEMS)

Need For The Project

Professional educators are aware of the great need that exists for improving the programs for teacher training, especially those for elementary teachers who play a key role in laying the educational foundations of the nation's youth. In the past, such an awarene has frequently resulted in only a patchwork of one kind or another; never has there been a serious effort made to totally develop comprehensive teacher education designs which combine together all the best programs and practices which are known and available to the profession.

It is perhaps for the first time in the history of education that this need for designing total program systems for teacher training has been answered in the form of ten Comprehensive Elementary Teacher Education Models (CETEMS). These program models were developed under a massive project with the grant of one and a half million dollars from the U. S. Office of Education. Each of these programs models represents the thinking of the ten teams consisting of hundreds of scholars--academicians, and teacher education and systems design specialists--who contributed their time, talent, and expertise toward these projects. Now that the comprehensive progra models had become available to the teacher training profession, it was equally necessary to find out whether these programs meant anything to, or were even comprehensible and feasible for implementation in totality or in certain phases at a multitude of small, developing teacher training institutions across the nation. It was to fulfill such a need that a timely step was taken by the U. S. Office of Education to involve in its Dissemination Project on the study and analysis of the CETEM Programs certain small teacher training institutions such as this College at the same time when feasibility studies under Phase II of the original CETEMS Project were being conducted by eight major universities in the country. It was hoped that whereas the small institutions might benefit in terms of a redesigned and improved program of teacher education, other small institutions across the nation with similar goals in view will gain insights from the reports that these projects will generate.

The Purpose of the Project

This project on the study of CETEMS was concerned with achieving the following three-fold purpose:

1. To examine the CETEM programs and determine the implications for their applicability on a purely pilot basis of the models in totality or in parts, to NSC and other small teacher training institutions with limited resource (two-third of these institutions accross this country are reported to be small to medium size);

2. To determine the possibilities for transferability of the programs and materials designed by the CETEMS research and development teams to smaller teacher training institution; and

3. To propose, as a result of this project, a redesigned elementary education program model for this College, utilizing the systems planning approach and incorating in the program many of the innovations contained in the CETE

Procedures

In the process of studying the CETEM Programs, the following procedures were incorporated:

1. The first step was to develop a criteria (given in a latter section of Part I of this report) in terms of local needs and for use in the study of the CETEM Programs. It was against this criteria that these Models were reviewed. And it is this criteria which is reflected throughout the framework of NETEP Model which is proposed as a result of the suty of the CETEMS.

2. The project directors of those Models (Syracuse, Michigan Georgia), which reflected more closely the criteria developed for the study, were invited to come to NSC campus t conduct a one-day seminar on their Models. These seminar were conducted generally in two parts: first, an overview of the particular Model; and second, individual conferences and group discussions with the model director on various aspects of the model in view of the NSC criteria. The seminar participants included were faculties from the education and non-education departments of this College, and the personnel from the local school systems.

3. Copies of summaries as well as full Phase I reports on CETEMS were made available for individual study. Each member of the project staff was asked to study and analyze one model in depth and to report to the group for dis cussion. This procedure was carried out throughout one semester on forthnightly basis. The models which were studied more thoroughly were: Syracuse, Michigan, Florida Massachusetts, Georgia, Pittsburgh, and Ohio.

4. Teams of two or more members of the project staff made on-site visits to two model developing institutions; attended two conferences of the developing institutions studying the program models; and participated in a special dissemination conference organized by the American Association of Colleges for Teacher Education and the U. S. Office of Education at Philadelphia, Pennsylvania.

5. A two-day workshop on the model programs was organized at the campus of this College which was attended by the project staff, teh non-education faculty of this College, public school personnel, education faculties from two othe local teacher training institutions, and representatives from the State Department of Education. The consultants invited were: Dr. Bruce Joyce from Columbia University, Dr. Donald Haefele from the American Association for Colleges of Teacher Education, and Dr. James Steffensen from the U. S. Office of Education.

Definition of Terms

Given below is a list of terms which are used though out this report; they have been defined in relation to the specific concepts and meaning they are used to convey:

Clinical Professor refers to a college instructor in elementary education department who serves as an advisor to students in program planning, instructional activities, and in laboratory teaching experiences, evaluation processes; he serves as a member of the clinical team.

Clinical Teacher refers to a classroom teacher in elementary school which has been designated as "portal schools" and/or those schools which serve as teaching centers for internship experiences of prospective teachers; the clinical teacher works as a member of the team which supervises the planning, carrying out, and evaluation of practice teaching experiences of trainees.

Clinical Team refers to the group of persons who are involved in all phases, types and levels of laboratory-clinical experiences as planned in this program of a teacher trainee; the members include the clinical professor(s), the clinical teacher, and the teacher trainee(s).

Component refers to an identifiable network of interrelated or independent objectives or activities within a program which has function and purpose both in itself and in the system of which it is a functioning part. Usually, it refers to a course component, a body of related learning tasks.

Computer Facilities refers to all the soft-ware designed for use with computers, as well as the hardware in the form of rentals of computers and other data processing items.

Consultants refers to all professional personnel whose services may be hired for a short term to meet the specific developmental and operational needs of the program model.

Development Phase refers to the period of time during which the sustained operational model of the instructional program or a particular phase of it is being made ready for operation; also included is the time during which the program model or a particular phase of it is being engineered into operation. This period will be characterized by such activities as planning, designing, preliminary testing, revising initial designs, final try-out and final revision for full-fledged operation of the program model.

CETEMS refers to comprehensive elementary teacher education models which are listed in appendix A.

Equipment refers to major mechanical devices needed to develop and operate the program model; it includes such items as teaching machines, listening stations, protable audio and video tape equipment, overhead, slide and filmstrip projectors, and the like.

General-Liberal Education refers to a composite of those learnings which prepare the student as an adult to better understand and adjust to his social and physical environment and to meet his obligations as a productive member of the society. It is assumed that this set of learnings is a basic requirement for effective teaching in the elementary school.

Instructional Module (IM) refers to a prepared set of materials which specifics a certain learning task stated in behavioral objectives, and is designed to guide students for individually pace and self-directed learning or guided group work toward acquiring the performance objectives; also specifiedin the IM are the suggested activities and techniques to be utilized for the attainment of the objective(s), the sources of assistance and information, an pre and post-test measures to evaluate if the IM objectives have been achieved.

Materials refers to both expendable items and instructional materials needed for the development and operation of the model program Office supplies, curriculum guides, maps, charts, tapes, duplication supplies, PMs, printed materials, test and evaluation instruments, staff orientation workshop items, and others.

Models is used interchangeably for CETEMS mentioned above.

NETEP Model refers to the new proposal for Norfolk Elementary Teacher Education Program Model mentioned in Part II of this repor

Pre-Professional Pre-Service Education Phase (generally referred t as Pre-professional Phase) refers to that part of the program mode which begins a prospective elementary teacher's college education career. This phase is generally devoted to the general-liberal education in the traditional sense of the term. This phase of the NSC program model will remain as is until the professional phase, beginning with third year of college, has been developed, and brought into full operation. The target date of work on this phas for development is tentatively set for July 1, 1975.

Professional Instructional Personnel refers to all personnel involved in the training of teachers, beginning with the instructor rank and higher, who are needed to develop and operate the program.

Professional Pre-Service Education Phase (generally referred to as Professional Phase) refers to that period which generally begins with the third year of college career of a typical prospective teacher. It is this phase of the program model which will receive the major developmental effort in redesigning, preparation of instructional materials, and the work on finalizing the other two su systems of the program model, beginning with the fall semester of

1970. The focus of the program objectives for this phase is to follow the student, after the successfulcompletion of the Preprofessional Phase and provide him with competencies for professional service as a generalist teracher with some concentration in a teac ing area and/or age-level in the elementary school. The emphasis this phase is placed on providing a prospective elementary teacher with a composite of learnings related to subject matter, thought processes, skills, and attitudes which are directly and primarily concerned with pedgogy and the teaching profession.

Professional Services Personnel refers to professional level perso who may not necessarily carry academic rank, but whose services are needed for the development and operation of the program model.

IM-Cluster refers to a group of instructional modules based on related learning objectives within a given course component.

Specialist Phase refers to that area of teacher preparation which follows the completion of a B.S. degree level education. As of this time, the NSC Program Model does not include, much as it migh be necessary and desirable, this phase as a formal part of the program because of reasons related to the State legislation and administration. However, it is possible that arrangement might be made whereby the graduates of the NSCProgram Model may be guided toward entering into the specialist phase operated by several of the CETEM programs that may be developed and operated at other institutions. This segment of the program, as planned by these institutions, would provide an elementary teacher in most cases with the competencies for professional service as a specialist in the elementary school, and would culminate with the award of an M.S in Education degree.

Component refers to an identifiable network of interrelated or independent objects or activities within a component which has function and purpose both in itself and in the component of which it is a part. The learning tasks included in a sub-component can be reduced into behaviorally-stated, single-concept proficiency modules (PMs) or clusters of modules for learning facility and efficiency which lend themselves for measuring against a mastery criterion. The PMs sequenced into sub-components as stipulated in the NSC program model roughly parallel the course structure currently in operation only to facilitate the interpretation of credit requirements for the B.S. degree.

Support System refers to an identifiable network of interrelated and/or independent objects or activities within a system which has a function or purpose both in itself and in the system of which it is an integral and functioning part. Since the total program represents a total systems design, it consists of three interrelated and interdependent sub-systems: Curriculum and Instructio Management and Control, and Evaluation and Information within the total NETEP Model.

Sustained Operation refers to an indefinite and continuous period, following the development phase, when all support systems and components of the program are functioning according to the objectives established for the program.

System refers to a network of interrelated or interdependent object or activities united by a common functioning or purpose. The syste is characterized by inputs which are affected or changed by the dynamics of the environment. The products of a system are the output. The parameters of any system require definition in relation to the function or purpose underlying the system. The NETEP Model as conceived, and when fully developed, represents a total system.

Teaching Center refers to those schools which are not strictly "portal schools", but may serve as a place for tutoring and internship practice experiences for those students who may not be accommodated in the portal schools.

Travel and Communication Facilities refers to all activities which involve the use of travel and postal - tele-communication needed to establish and operate the program model at this College.

Project Participants

The The following is the list of persons (and agencies) who participated in various activities of the project:

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Dr. Roy A. Woods Dean of Academic Affairs	Dr. Herman H. Bozeman, Chairman Division of Teacher Education
Dr. Elaine Witty, Head Elementary Education Dept.	Dr. M. Sharif Hafiz, Professor of Elementary Education, and Project Director, Implications Study on the Comprehensive Elementary Ed. Models
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The Director of Instruction and Staff
Chesapeake City Schools
Chesapeake, Virginia

The Director of Elementary Educatio: and Staff
State Board of Education
Richmond, Virginia

NSC Criteria for Studying the CETEMS

Listed below is a set of questions which were used as criteria for studying the models:

1. How are the models responsive to the needs of the individual and the society, both at present and future?

2. What are the objectives of the models relevant to the above mentioned needs? How do these objectives relate to the needs of the teacher education program at NSC?

3. In what radical way do the models differe from the present teacher education programs at typical institutions, large or small? How applicable are these changes at NSC?

4. What is the overal design? Curriculum structure?

5. How does the models propose to personalize the teacher training program in terms of the instructional materials, students, and teacher educators?

6. What type of teachers do the models propose to prepare--generalists and/or specialists?

7. What role(s) do the models suggest for teacher educators?

8. In what way do the models utilize the concept of partnership in teacher education on the part of various agencies, especially the college and public schools?

9. What type of student guidance and placement procedures are proposed by the models?

10. In what ways do the models propose to evaluate the program, the processes and the product to keep the program relevant to the prevalent and changing needs?

11. What is the overall pedagogic, technical and economic feasibility of the model programs in terms development, implementation and sustained operation?

12. What are some of the other unique innovative features whic which can be readily adopted to the current teacher education programs?

CETEMS and Their Innovative Features

Historically, higher education in general, and teacher education in particular, have lagged behind the swift pace of change that has swept America during the past several decades. Conservative as they are, teacher educators have generally remained satisfied with the status quo and with the present patterns of teacher education. There is no doubt that many improvements, in the last decade or so, have been made in present teacher education programs in the form of such innovations as multi-media instructional techniques, simulated observations, improved subject matter preparation, and new courses in sensitivity in human relations. Nevertheless, these improvements have been for the most part piecemeal and fragmentary. These innovative techniques and improved content have generally amounted only to adding new patches on the old fabric, as the total program system which provided the operational context continued to remain unchanged.

In contrast, one finds that every area of the CETEM programs is marked with innovation and change for elementary teacher preparation. Although many of the innovations proposed in the models may appear familiar to teacher educators to be parts of many current teacher education programs; yet when examined more closely, one may find that these innovations are presented in such a manner as to give them newer emphasis in the context in which then are presented, and which is comprehensive in its relation to the total program. The temptation, therefore, to pass these innovations off as new statements of old ideas is something to be guarded against. The models make extensive use of new teachniques and methods, some of which are presentl leaving the research spectrum and becoming a part of the general practice in teacher education programs.

There is no denying the fact that many of these features, in parts, can be found in many of the present programs of elementary teacher education. But there is also no doubt that nowhere these innovative features are to be found, at the present time, in one package and organized in an interrelated and interdependent program system. This is the unique overriding innovation which characterises these models with systematizing the planning and operatio of teacher education programs.

The CETEM Programs as developed by different teams of creators represent a great diversity in their innovative features, both in organization and content. Some CETEM Programs present only broad principles as guides to actions, while others outline specific programs and detailed elements. The treatment of program components varies according to the viewpoint taken by the authors of each model. Whereas one model may present a thorough discussion of a management system, another treats this area with little emphasis at this time. Overall, all models suggest a total program for preparing elementary teachers. Yet, it is the comprehensive approach toward program planning, and the emphasis placed on the various areas of innovative practice which runs a common thread through all of the models. To avoid confusion in keeping track of cross references among the major features of various models, a generalized description of all models is given against the NSC Creteria stated earlier. Therefore, the highlights of the innovative features and their implications for NSC are brought out in the sections that follow:

1. The goals of teacher education for model programs are related to societal needs as they pertain to the role of the teacher. These goals of the model programs are determined in a number of ways--projections of the future of the society, analyses of the behavioral outcomes expected of children, and review of the expert opinions as well as findings of the available research.

   To achieve these goals, the model specifications employed by the CETEMS are (a) a modularized curriculum, (b) a system of student flow through these instructional modules (IM's), and (c) a set of institutional support systems necessary to implement the innovative features of the program.

   Also, despite a good deal of similarity among the objectives described in the models, there is a difference in emphasis each model places on the learning domain: some are more inclined toward cognitive learning and skill developme (Ohio, Northwest, Michigan), while others are more affective-oriented (Teachers College, Massachusetts, Syracuse).

   The goals of teachers education in the years ahead are identified to the immediate and future needs of the society. The implications of these projections, and goals will be reflected in the NSC Program Model which is outlined in a later section of this report.

2. The major goals and specific objectives included in the CETEMS are a valuable source of materials against which the NSC elementary teacher education program may be reviewed, and possible revisions effected.

3. The models present a deliberate attempt to systematically plan entire elementary teacher education programs. Many of the innovations, some of which may be found in some present programs, are incorporated in an overall developmental framework because of their merit as perceived by model builders.

   The CETEMS Programs propose elementary teacher education programs as a process of continuous training beginning with the student's entry into the college level, and continuing throughout the teacher career. Some models outline alternative entry levels as part of a developing educational "career ladder" (Georgia), while another seeks to shorten the time between the student"s entry into college and his first professional responsibilities (Michigan). All of the CETEM Programs emphasize, in one way or another, the importance of a continuing in-service educational program, usually to be carri out in cooperation with the local school systems. In short, multip ways have been proposed to adapt the program to individual strength and needs of the students who pursue a teacher education program. The implications of these features would be the diversity of approaches which would mark the elementary teacher education programs in the decade ahead.

4. Some, but not all, CETEM Programs seem to suggest a change in the traditional pattern of general and professional education of two years each at a typical teacher training institution. Also, some models maintain the adacemic major-minor components essentially outside the school of education (Florida, Georgia); others completely restructure the total program (Michigan), and still others address themselves only to the professional education components, leaving the rest of an undergraduate program under the responsibility of the arts and science college, at least at the present time (Comfield, Syracuse). Ane these changes have been suggested within the framework of the present teacher training institutions which would need reorganizing. The rationale for these changes seems to be sound for effecting changes in the existing programs.

   All the models, however, seem to question the relationship between the program of study and the teacher's classroom performance, and they, therefore, contain carefully structured series of experiences, both simulated and actual, which precede the student's entry into teaching and continue to reinforce his first interest in teaching through well-developed components in professional education experiences.

5. Although the traditional course structure with necessary improvements does reflect in some models, most of the models however, rely on the <u>instructional module (IM)</u> as the basic unit of curriculum.

   The IM design of the curriculum as suggested in the models may be pursued in a variety of ways: individual instruction, self-study, attendance at a lecture, interaction with groups of students, or sometimes combinations of all these. Additional techniques employed may include: computer assisted instruction, sensitivity training, micro-teaching, simulation and other performance-oriented teaching-learning activities.

   Such a modular curricular is designed to afford flexibility in individualizing and self-pacing in learning, as well as in meeting specific competency needs of students. It permits opportunities for considerable self-learning among students because of the very nature of the specified objectives and related details on how to go about achieving these objectives. When grouped into clusters or components, the completion of a set of IM's earns a student the credit toward a degree. Among the chief values of such a curricular design is the mastery criterion which can be applied more easily to modular learning than in the present course structure. A trainee may take a pre-test, and test out of the learning task and proceed to the next, or he may pursue the necessary learning tasks, and take a post-test. If the trainee still has a difficulty he may take an alternate learning route, or may seek a special conference with the counselling professor for assistance and remediati

   An example of this type of curricular design is a comprehensive set of behaviorally-stated learning tasks spread over 2700 modules in the Michigan State University Model. Although these IM's in their present form need improving before they can be used, they represent the type of curricular design and instructional approach

which is one of the unique features of the models with far reaching implications for individualizing a competency-based teacher education program at all types of institutions, large and small, the purposed program for NSC utilizes this modular approa

Another advantageous characteristic of the modular curriculum is the multiple manner in which their sequences can be indexed and organized for storage as well as for ready reference and identification to meet specific needs: subject and thematic organization, as well as according to the type of the methods and techniques required to achieve the learning objective underlying a module or a set of modules. Whereas the use of computerised storage and retrieval systems may be out of the reach of many small, undersupported institutions at present, the modular curriculum can become advantageously a vehicle of instruction in view of the specificity and flexibility which it affords trainers and trainees.

5. The curriculum structure proposed in the models lends itself excellently toward personalization of instructions and individually paced learning. When the competencies are specified in behavioral terms and the learning tools, processes and procedures are identified, the teacher preparation program can be not only tailer-made to suit individual needs of a student for his personal and professional development but also in terms of an individual student's rate and preferred mode(s) of learning. There are obvious implications of this feature of the models which will be adapted by various teacher training institutions such as NSC.

6. When one generalizes a typical CETEM Program, one may find that the goals of these models appear to be vary similar to those of leading teacher training institutions today. One great departure appears to be in the area of specialization. Although the concept of the elementary teacher as a "generalist" is maintained by some (Syracuse), most models reflect a great change toward specializatio in order for teachers to perform various specific roles under fifferentiated staffing patterns, competencies for which are to be developed through an extended period of training at the in-service level. The major changes in the structure of elementary teacher education recommended in the models are:

   (a) moving away from preparing teachers for a traditional type of elementary school--with six grades, staffed by a principal and a dozen or so teachers--toward preparing teachers for multiple roles in schools characterized by such exciting features as large-group institutional areas, resource centers, computer terminals, individual study carrels, teacher-pupil workrooms, and teaching material production centers, and

   (b) placing a new emphasis on pupil-parent-teacher-community interactions. These are some of the changes which seem to have strong implications for the new format of the future elementary school as advocated by the CETEMS. The emerging changes in elementary education appear to be directed

in CETEMS toward such areas of specialization as a teaching field (Florida), the selection control, preparation of technology-based learning systems, (Toledo, Michigan) as well as individualization of teaching through matching teachers, materials, and pupils. These models, therefore, aim at developing the elementary teacher who will not only be able to function in the present elementary school, but will also be prepared for a variety of special and leadership roles in the school of the future. The implications for the future elementary teacher and school appear to be toward multiple organizational patterns and instructional strategies.

7. Among the most important features of the model programs is the recognition of, and provision for, meeting the need for retraining and upgrading of college faculties. New techniques of planning and providing learning experiences as incorporated in the models require the development of new faculty skills, the task which has received due recognition and careful planning by the model builders.

8. Traditionally, institutions of higher education have, in the main, assumed the responsibility of training teachers, with haphazard input by school systems, and little or no cooperation from other agencies. Consequently a typical teacher training program is for the most part, theoretical in nature, with little or no emphasis on developing specific teacher competences. Generally, practical experience is provided in the form of student teaching which may be the first and perhaps the only formal classroom experience with pupils a prospective teacher encounters in a typical teacher education program. Such student teaching takes place near the end of the professional sequence in a four-year program. The model programs, however, are particularly sensitive to this area of teacher training, and, therefore, seek to organize the trainees experiences with children throughout the teacher education sequence, beginning as early as the freshman year. These pupil-contact experiences are provided in the learning situations which range from simple to increasingly complex in order for students to learn more effectively as well as to test their teaching potential and skills as they advance toward their goal of becoming effective elementary teachers.

In the model programs, a sequence of laboratory experiences is, therefore, provided. These experiences are characterised by a variety of types, and diversity of situations in which they may take place: observation of the teaching situation; demonstration of ability to change pupil behavior--be it in a simulation laborat and/or in a classroom practicum (Northwest); the tutorin dividual pupil or a small group of pupils; micro-teach practice certain techniques in a

less complex situation; and full-fledged teaching as an intern in a resident year. During his internship, a student may be working as part of a teaching team, with the gradual increase in the number of pupils taught for each teaching task, and in an increasing level of complexity in what is to be taught. The implications of these proposals are far reaching in terms of their applicabilities at this College and other institutions preparing teachers.

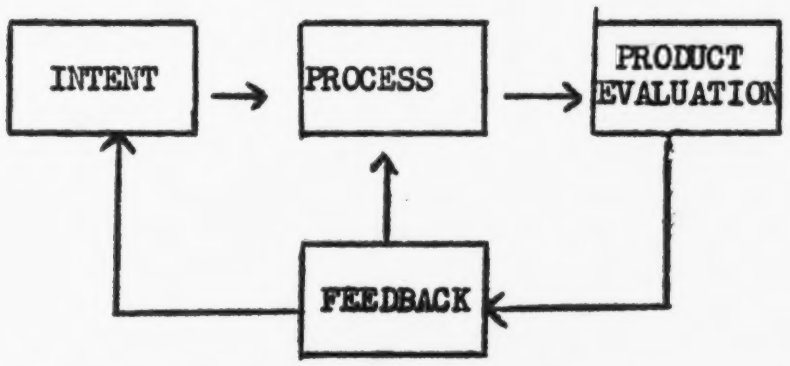
To accomplish the objective of a field-centered teacher education, the model programs suggest a new emphasis on the involvement of various educational agencies, particularly the public schools, as active partners in teacher education. The establishment of coalition and inter-institutional relations in the teacher education endeavor is a means which the models suggest for relating the training programs to the real world of the classroom teacher. The concept of the "portal school" (Florida), is an innovative scho school in each cooperating school system whose faculty will coope- rate in the design and operation of both academic and field-orient experiences of a prospective elementary teacher. All model programs deliberately attempt to improve communications among the groups responsible for preparing and using teachers and to develop patterns of mutual cooperation and benefit.

The models suggest the active involvement of the elementary school personnel--teachers, principals, and other administrative and supervisory staff--in providing a balanced blend of theory and practice in the preparation of teachers. The goal is to utilize a wider source of talent to accomplish more effectively the task of training teachers.

9. The student guidance programs have been viewed by the CETEM programs as most vital to teacher training, though the procedures for student guidance contained in the models vary in their description of the extent and manner of services, their analysis of an acceptable student for the program, or their concern for the student's total career plan. Some models specify rather high standards of intelligence, health, and interest for admittance (Florida and Georgia). By providing early "awareness" experiences with children and then analyzing these experiences through seminar meetings, still another model provides a regular acreer decision and role adjustment format (Michigan). The Comfield model outlines student decision roles in selecting content, experiences and sequencing activities.

A career decision type seminar is provided throughout the general education phase, which runs through approximately the first two years of college, to further aid students to explore "if the teaching is for them and they are for teaching". For the first time, perhaps, in teacher education, a teacher educator is presented as a counselor of learning, a diagnostician, a curriculum developed and a performer of the teaching style which is to be emulated by teacher trainees on "Teach-As-Taught-Basis", and not as "Teach-As-I-Say" preaching.

10. The models suggest systematic procedures for the continued evaluation of the total program systems, its components, processes and procedures, and the product. Since the programs are designed in components and modules, the evaluation, revision and improvement process can be accomplished more effectively. The evaluation model utilized is what may be graphically illustrated as follows:



11. In terms of feasibility, the models seem to propose designs which are theoretically sound. Technically, one can say that the methods and procedures required are available which can be utilized to implement the programs or various combinations of these programs may be implemented. The model programs as proposed are definitely dependent for initial development and implementation upon the availability of substantial additional funds. As has been revealed by the exhaustive feasibility studies of the models (Appendix C), the sustained operation of the model programs is going to cost no more per student than in the current traditional program, once of course the task of initial development and implementation has been accomplished. However, it seems that these models are aimed at producing may possess for greator competence than is currently the case--this conclusion based of course on the degree of specificity of the learning tasks and teacher competencies, and the precision of instruments and facilities which are suggested in the model for use in the attainment of these competencies.

12. The single most unique feature of the models is the deliberate efforts which the represent for developing comprehensive systems for preparing elementary teachers--systems which are complete with instructional and curriculum designs; management and control systems; recruiting and guidance procedures; behaviorally-stated analysis of the tasks of the elementary teacher; and the means, resources, materials and procedures which are to be utilized.

Since the CETEM Programs suggest many changes in the structure, processes, contents, materials and procedures, they create new needs, and roles to be assumed, coordinated and managed. All models have attempted to meet this challenge, though in different ways. Most of them rely heavily on the use of computers to process the information, evaluation tasks as well as programming and instructional matters. To accomplish the management of these

variables, the models have developed several support systems--procedures, personnel and facilities--to manage the operation of the program in order to assure the smooth student flow through the many components of the program. The different models suggest a variety of these support systems. (Syracuse: three, Mass.: six). In a typical model, one may consider a set of three support systems:

(a) Program (Instructional) support system which has to do with the designing, constructing, testing and refining of the instructional modules, and to handle the logistics of the program.

(b) Information and evaluation support system which deals with the collection, analyses, and dissemination of data for systems evaluation and revision. This sub-system also monitors student progress.

(c) Control and Management system is designed to recruit, train, and manage the faculty and staff, as well as to raise funds, to solicit cooperion from, and to keep liaison with, the rest of the teacher training institutions, public schools, industries and other educational agencies (such as R & D Centers, regional laboratories), and to set directions for the program as conditions warrant. Among the concerns of this sub-system also includes the analyses of the costs and benefits of the program.

Some models (Michigan, Florida, Northwest) specify the development of some sort of a general data management sub-system which uses a computer to process all of the data in their information support systems. Such systems are to provide the data for model revision and constitute a built-in self-correcting mechanism for the improvement of the elementary teacher education models thus proposed. Herein lies, therefore, the implications for a systems approach, whereby not only the teacher education program is redesigned, but also are carefully planned the instructio systems along with their support systems to manage more effective variables of intent, action and feedback process. It is this comprehensive planning to manage all variables which distinquishes t models from the present teacher education programs in their design and operation.

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Implications of the CETEMS for Norfolk State College

In-as-much as the models represent the systems approach to program development, and are a giant step forward for teacher education, they appear to be, in their present form, far from being complete. Therefore one must guard against over expectations. Many of the steps in teacher education programming which require specificity of a grest degree are described in only generalities. A careful observation by a teacher educator who is in touch with the classroom activities of the elementary teacher is enough to show that the teacher's roles described in the models do not reflect a complete analysis. The same observation may be applicable to the differentiated staffing positions whose roles need much further specification than what is stipulated in some of the models.

The cost analyses and effectiveness mentioned for the models, even in the feasibility studies, need a more simplified explanation. A typical group of educators wanting to use these results may not find the kind of assistance they are looking for.

The description of objectives, valuable though they are, also seem to lack clarity, and show various degrees of emphasis and detail. Different components (learning areas) as described in different models receive uneven attention in terms of the objectives specified for each component. Many of the performance specifications are either too exercise-oriented descriptions or no more than course outlines in the traditional sense which require further definitions and interpretation to be implemente This lack of the specificity and behavioral description of the objectives, as contained in the phase I reports in the present form, is not of great help to teacher educators who may want to use these with the students. The modules included in the models contain suggestive learning activities which are too general in nature, with pre-and post-test measures very vaguely stated. The feeling of this project staff is that much work has to go into the refinement of these modules before they can be practical use in a typical teacher training institution, such as Norfolk State College.

There are many more unanswered questions about the innovative proposals contained in the models: How is the problem of transfer of students from CETEM Programs to other traditional programs to be solved? Who will develop the proficiency modules, the pre-and post-tests which will be needed to determine the competencies already possessed or to be developed? These and other questions related to cost of materials, the personnel and facilities needed to implement the many valuable concepts proposed in the CETEMS are the ones which are currently under investigation by the specialists, such as, the model-building teams. And certainly these questions represent the problems which typical teacher training institutions in the country would find it most difficult to solve on their own, especially in view of the present staff and facilities with which these institutions operate. Perhaps each institution will have to establish priorities after its total program has been redesigned.

Despite the greatly emphasized innovation of individualizing and self-pacing in the elementary teacher education programs, the models seem to prescribe learning tasks on group and time-sequence basis as evidenced by the study of IM's. The processes proposed to translate theoretical concepts into practical experiences are confined to, for the most part, book learning, which the users of these approaches must guard against, and devise ways whereby the objectives of attaining performance criteria are fully achieved.

Another area which the models tend to postpone, until the fifth year or so, is the area of specialization for elementary teachers. Most prospective teachers undergoing training at the majority of teacher training institutions simply do not seem to afford the continued education of a fifth year in the formal sense, mostly because of the cost involved for both individual trainees and the institutions. Yet the need is very urgent for providing systematically planned instruction and experiences for the teacher trainees in such special areas as pre-school and infant training, reading and other content areas within the elementary curriculum, and/or the age-level of pupils, etc., such specialization, it appears, must be developed on the part of elementary teachers within the four-year sequer of college education. The models seem to treat this area either incidental or postpone it to the fifth resident year. In the opinion of this project staff, the pertinent components consisting of special sets of proficiency modules if specifically planned can be arranged within the four-year curriculum design which would suit the urgent need as well as the pattern of institutions which offer teacher training programs only at the undergraduate level.

It has been aptly stated in the various models that for the teacher training institutions to be really effective in producing the various kinds of competencies among trainees who will make the difference in the quality of education in the elementary school, some type of total institutional overhaul or changes at the college level must be effected. But the treatment of the concept of effecting structural changes in both the elementary schools and teacher training institutions seems to have been treated less than thoroughly. It appears that there was a greater need for an expert eye to look more closely at some of the structural and organizational variables, at both the elementary school and university levels. These areas might have received more comprehensive consideration and planning than may be found in the models at the present time.

These are some of the questions which arise from the study of the model programs. It is certain that many of the answers to these and other questions will emerge from the implementation phase of the model programs which is scheduled to begin soon. As the experience is gained in trying out these innovative ideas into the real world of the college and elementary school classes, further insights will be gained into the ways of tackling the more complex variables of teacher training. All in all, this project staff found these models to be characterised by a newer, more composite way of planning, designing and executing a program for preparing elementary teachers than has ever been attempted befor. One can only hope that future efforts on refining these models will answer more effectively the call of the time--more competent teachers to raise the quality of education in the nation's schools.

The models even in their present form seem to have many implications for program improvement. All of the program models represent a treasure of ideas which any institution wanting to revise and improve its own elementary teacher education program would find it most valuable and may use these as guides for its own professional staff while reconstruting its program; some reflection of these innovations may be found in the Part II of this report which contains proposals for a new elementary teacher education program for Norfolk State College.

This project staff felt that none of the models in totality suited the NSC requirements, and that an eclectic approach toward utilizing the models' innovative proposals would be a better one for effecting program improvement at this College. It has been the opinion of the members of this project staff that many if not all, of the innovative proposals contained in the models could be implemented in gradual, phased stages of program development at most teacher training institutions, large or small. It's fair, therefore, to expect that the next few years would witness widespread efforts across the country for the implementation of these innovations, in totality and in parts, and the resulting improvement in the quality of preparatory programs for elementary teachers who will staff the nation's schools in the decades ahead.

PART II

DEVELOPING COMPENTENCY BASED ELEMENTARY TEACHER EDUCATION PROGRAM AT NORFOLK STATE COLLEGE

PART II

A PROPOSAL FOR DEVELOPING COMPETENCY-BASED ELEMENTARY TEACHER EDUCATION PROGRAM

INTRODUCTION

Program Basis: One of the objectives of the Implication-Study of the CETEMS was to develop a proposal for a competency-based elementary teacher education program at Norfolk State College. The Part II of this report, therefore, is devoted to the description of the new program called Norfolk Elementary Teacher Edeucation Program (NETEP).

In-as-much as the use of the concept of systems analysis underlies the proposal for the new program, the full details of the systemic approach may not be fully evident to expert readers. There are several reasons for this: the application of this approach is so new to the field of education that even the models after which this new program is designed do not seem to fully meet the criteria. Added to this is the lack of time and expertise available to this staff at the present time. It was felt that many of the radical changes in elaborate systems and sub-systems suggested in the ten models were too new and novel to be applicable at this time within the context of this institution. It might be even beneficial for a small institution such as this college to evolve its own systems of instruction and management over a period of time, as the results of the feasibility and applicability of these systems is tested in experimentation at the institutions with much greater resources. What readers would find, however, in this -

Competency-Based Teacher Education (CBTE)

Background and Perspective: The concept of competency-based teacher education (CBTE) is at present one of the most talked and written about topics in the teaching profession. It is the outgrowth of dissatisfaction with the traditional teacher education that can be best described as a series of vaguely defined courses and related credit. The content included and experiences provided in the traditional courses differ not only from one institution to another, but also among instructors teaching the same course at the same institution. Traditional, the emphasis in teacher training programs has been on the knowledge level learning, with vague methodology and repetitious content of many courses. The assumption is perhaps that a prospective teacher, planning to teach, should complete (with varying degree of achievement) a specified number of courses in a specific area of study; in the end of the program when he completes a student teaching experience of six to twelve weeks, he is considered to be ready to take up teaching. There is little specificity of what a prospective teacher should be able to do or accomplish which is what he is expected to do when he enters the classroom.

This College is no exception to the general dissatisfaction alluded to above. As a result of this College's self-study, the elementary education staff initiated a systematic effort to completely overhaul the traditional program with a view to effect changes and necessary improvement. The development and implementation of competency-based NETEP model represents this thrust toward desired improvement through a long-range project to be carried on over the next several years.

CBTE defined, competency-based teacher education program, we mean a program which has teacher performance as its goal. Since knowledges and concepts are only the first level of laarning, teachers should be able to demonstrate abilities and skills in applying the theoretical knowledge to promote pupil learning or exhibit behaviors which are known to promote pupil learning. The objectives in the CBTE programs are delineated with great detail and specificity with reference to teacher competencies. Performance criteria for assessing these competencies are also specified, and so are the conditions under which these competencies may be practiced and mastered. These competencies are derived from the clear conceptions and analysis of teacher roles and include all kinds and levels of learning: (a) knowledges and understandings, (b) skills and behaviors and (c) interest and attitudes, with heavier emphasis being placed upon (b) and (c) in the case of teacher preparation. In the CBTE, the competencies to be attained and the criteria to be used in assessing the attainment of these competencies are made explicit and public; therefore, the students or learners are held accountable in mastering the competencies expected of them. Emphasis in the CBTE is placed upon attaining mastery which is held constant rather than varying level of achievement within a given period of time as a semester or year. Flexibility of time element in which certain competencies may be achieved tends to facilitate self-paced learning on the part of students.

The same concept of competency-based teacher education is applied to the role of the teacher training institutions. The task of this College and its staff, for example, changes form a mere course-offering agency to an institution that has its objective to correctly survey, analyse and specify desirable teacher competencies

for the teacher trainees and to provide specific conditions and resources known to facilitate the attainment of these competencies. Therefore the institution and its personnel too are held accountable in CBTE for producing teachers of demonstratable competence. It is on the acceptance of this concept of accountability on the part of students, program planners and the institution as a whole that this new program is proposed.

The competency-based approach to teacher education, however, is by no means a repudiation of all that has been the practice in traditional teacher education programs. Rather, the newer emphasis on, and suggested changes in, the structure and operation of the proposed CBTE program at NSC are looked upon as a convenient vehicle or strategy for bringing about many kinds of improvements that are desired. While there may be other options and alternatives for bringing about such improvements, this project staff has chosen CBTE to be the instrument for effecting change and resulting improvment in the quality of teacher's prepared at this institution. The operational implications of the concept of CBTE are, therefore, reflected in the proposed Norfolk Elementary Teacher Education Program (NETEP) which is described in this part of the report.

Rationale and Objectives for the New Program. The most striking charges alone, but the ever accelerating pace with which those changes are taking place. If education is to meet the needs of society, it must prepare today's youth as to how to cope with the ever changing forces of the world.

Education in today's and tomorrow's schools, therefore, must focus on the development of the critical skills or inquiry and de-

to make the maximum use of his potentialities -- physically, emotionally and intellectually -- so that the goals of human dignity and individual integrity may be achieved.

There is a greater need than ever before to design a program for preparing elementary teachers who are responsive and adaptive to educational programming systems--systems which respond to the changing needs of the society and the demands it places upon the teachers. To remain relevant and responsive, a program for preparing teachers must continuously consider the potentialities of a changinging society. Coping with rapid changes requires programs of teacher education which can be responsive to new developments and which can prepare persons to teach effectively in new environments. The proposed program represents an attempt to deal with these kinds of challenges. Because teachers play a fundamental role in meeting the needs of the society, there could be no other area of greater importance than the preparation of elementary teachers which is the focus of this initial effort. This fundamental role of the teacher was rightly recognized and very eloquently stated by the Commission on Teacher Education of the American Council on Education. The Commission in its report, Teacher for Our Times, stated that:

> The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends--not exclusively, but in critical measure--upon the quality of their education. The quality of their education depends, more than any other single factor, upon the quality of its teachers...The quality of its teachers depends largely upon their own education, both that portion which precedes and that portion which comes after their entrance into the profession.

More specifically, the rationale of the propose program is reflected in the assumptions that follow:

1. That the basic institutions of American society and the world world are changing at an exponential rate and one can not presume to know what an ideal elementary school teacher would need to know even ten years from now, teachers should be prepared not only to function successfully in the elementary school as it exists today but also be able to adapt to change, and to serve as agents of change.

2. That since each individual is unique in his intrinsic worth and dignity, it is assumed that learning styles and learning rates in part constitute the uniqueness of each individual. A variety of program alternatives, strategies and evaluation procedures for each area of competence to be developed by prospective teachers should be provided. Porspective teachers should be prepared to provide for individual differences of children they will teach.

3. That effective study of theories of learning requires laboratory and/or field experiences to make abstract principles meaningful. Experiences with children in small groups and on individual bases should be provided to help prospective teachers relate theory to practice. Observation and participation as well as extended and continued practice in planning and executing programs with and for children should be an integral part of professional education program for teachers.

4. That preparation program for elementary-school teachers should be closely related to the objectives of the elementary school and to the performance specifications for teachers' tasks.

5. That the criterion for an effective teachers ability to facilitate and promote pupil learning cognitive, psychomotor and affective learnings. A teacher who is trained in the acquisition of all of these kinds of learnings in his own case and has developed demonstrable competencies in promoting such learnings among his pupils is more likely to be apt and effective in accomplishing the tasks of teaching expected of him.

6. That CBTE appears to constitute a potentially powerful strategy ofr producing the kinds of teachèrs who can meet the demands of rapidly changing societal nees.

Overall Objective: The proposed program is designed to prepare elementary teachers who:

1. Are well prepared not only in terms of knowledge of what and how to teach but also have acquired demonstrable teaching competencies in real life and/or simulated situations.

2. Have acquired through personal experience a style of learning which is characterized by competency-based approach with emphasis being on specifie objectives, delineated mediating conditions, performance criteria, individualization and self-pacing in terms of rate of progress, and be thereby able to practive the precept "teach-as-taught".

3. Are capable of self-analysis and evaluation of their teaching styles and behaviors, and are able to use feedback information for their self-directed, continued learning and improvement.

4. Can apply the principles of child growth and development and exhibit the command of a broad general education in activities planned for children.

5. Are able to guide the learning of children in a manner which is in keeping with the democratic concept.

6. Are proficient in selecting wisely and use skillfully appropriate teaching strategies and media.

7. Are competent in relating activities of the classroom to the needs, activities, events, conditions, and resources of the community in which they work.

8. Are capable of developing and/or selecting appropriate diagnostic instruments and activities for use in identifying and accomodating individual differences.

9. Do actively support and participate in the activities of local, state, and national professional organizations and observe the code of the profession in all relationships.

10. Acknowledge, accept, and deal appropriately with their own emotions, feelings and values.

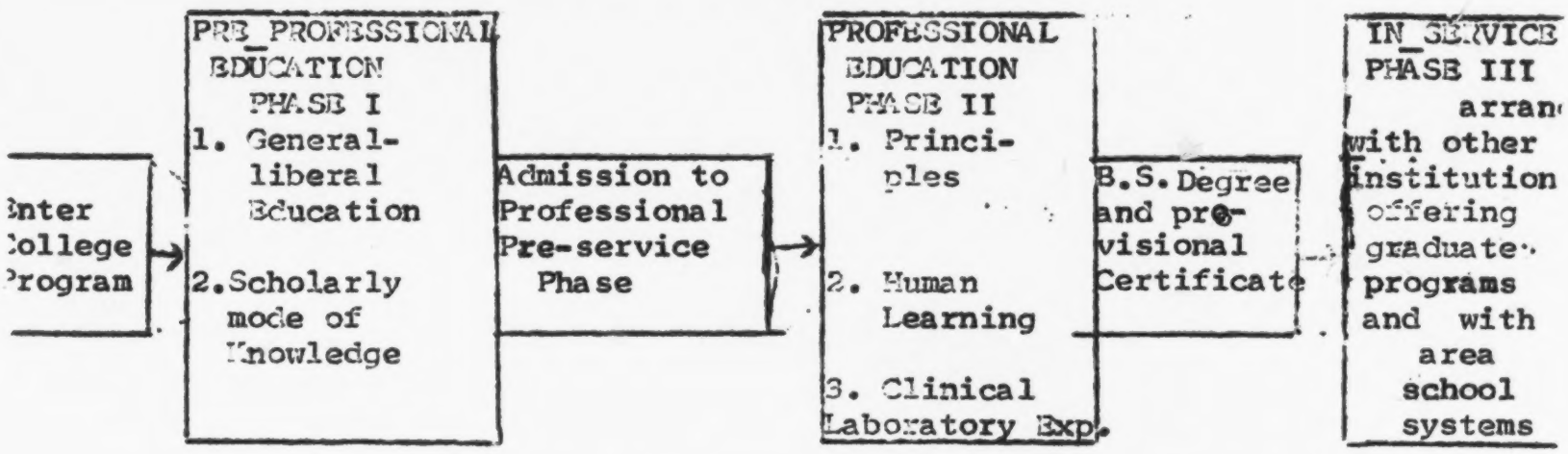
11. Exhibit sensitiveity to other people and the capability of helping others enhance their potential.

12. Develop flexibility that would allow them to be highly receptive to change and promoters of change.

13. Can demonstrate an attitude of inquiry as to world activities and the ability to relate to relevant events in classroom instruction.

Curriculum And Instructional System

The proposed program consists of two phases: Pre-Professional Education Phase I and Professional Education Phase II. When fully developed and implemented with all the innovative feature of content reorganization and teaching practices, the new program will begin with developmental experiences for the prospective elementary teacher from the first year of college and continue through the fourth year which will mark the completion of his pre-service education. The program is so designed that a teacher even after graduation should be able to continue to benefit from the in-service education activities provided by this College in cooperation with the school systems in the area, and/or with other colleges where there are facilities available for graduate education. The flow-chart that follows illustrates the various stages of Student progress through the program.



It must be recognized that the proposed program is designed to function as a competency-based, individually personalized and self-paced system. It is, therefore, possible that whereas most students will complete the program within the stipulated four-yeaa period, others may take longer or shorter period of time depending upon their rate of progress through the program as necessitated by individual strengths, interests, and other determing factors.

An illustration of the time-line is given in the chart that follows:

NETEP Model
Curriculum and Instruction Time Sequence

PRE-PROFESSIONAL PHASE I		PROFESSIONAL PRE-SERVICE PHASE II	
Components		Components	
1. General-Liberal Education		1. Human Growth and Development	
2. Scholarly Mode of Knowledge		2. Principles and methods of Instruction	
		3. Laboratory-Clinical Experience	
I Year	II Year	III Year	IV Year

Symbols: ---------- shows end of year
.... shows end of semester

Figure: Timeline showing spread of program Model Components over a period of four-year college education

Phase I: Pre-Professional Education Components. The Preprofessional Education Phase in the proposed program will include two major components: General-Liberal Education and Scholarly Mode of Knowledge. The following is a brief description of the nature of these components:

A. General-Liberal Education Component. This component represents a broad, basic core of general-liberal education, which is designed to promote on the part of an individual and to prepare him as a citizen for effective participation in a democratic society of ours. A teacher candidate learns (1) to understand the role of language in society, and to develop facility in communication skills, (2) to understand the

the nature and the use of the physical and biological sciences, (3) to develop an understanding of different cultures and peoples, (4) to become more sensitive to the part he plays in a modern society, (5) to comprehend relationships of mathematical concepts and (6) to develop knowledge of values and consciousness of his own values and their implications General-Liberal Education Component is divided into four sub-components: (1) Humanities, (2) Natural Sciences, (3) Social Sciences, and (4) Communication.

B. Scholarly Mode of Knowledge Component. This component is so designed as to include those learnings which are an extention of the general education component and which are more directly related to the teaching content at the elementary school level. A greater degree of emphasis is placed in this component on the modes of learning and styles of inquiry. The sub-components included are: (1) children's literature, (2) applied linguistics, (3) art and music for teachers, and (4) Career Decision Seminar which is in reality a part of the Professional Phase Component, Laboratory-Clinical Experiences, and is the only area of exploratory professional experiences which falls in the time sequence of the Preprofessional years.

The following is a graphic illustration of the components of the Pre-professional Education Phase I:

Pre-Professional Education Phase I Components

A. General-Liberal Education Component	B. Scholarly Mode of Education Component
Sub-components	Sub-components
1. Humanities	1. Linguistics
2. Social Science	2. Children's Literature
3. Natural Science	3. Art and Music for Teachers
4. Communication	4. Career Decision Seminar

When a student completes the components in the pre-professional education phase, and meets the criteria for admission into teacher education (given in a latter section of this report), he is ready to begin work in the phase II professional education.

Phase II: Professional Education Components. The components of Phase II are concerned with providing a prospective teacher, who has been formally admitted to the program, opportunities to learn the teaching theories and how to translate knowledge into instructional programs and practices in the elementary school and the community. Equipped with the knowledges, attitudes, values and skills in the general liberal education and scholarly mode of knowledge components, a teacher trainee in the professional phase learns about the various educational theories and curricular methods as they relate to instructional materials and strategies used at the elementary school level. In addition to group learning and individual studies, live and simulated activities are provided for the student to master and test the necessary teaching techniques and skills. This phase includes the following components:

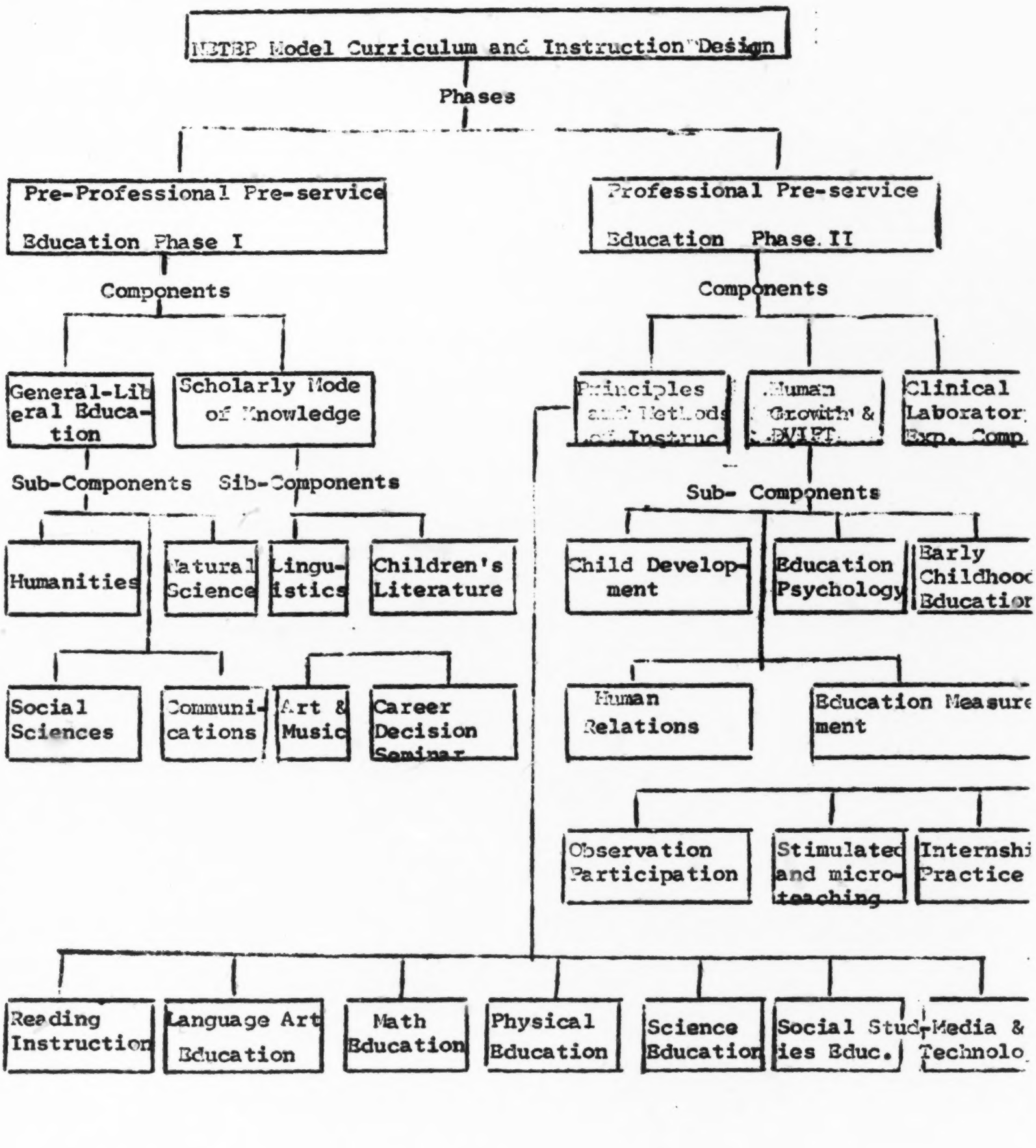
A. Human Learning Component. This component explores such areas of learning as human potential, child growth and development, learning theory and inquiry into the cognitive, affective and psycho-motor-development, and human relations and interaction. The sub-components included are: (1) Child Development, (2) Educational Psychology, (3) Educational Measurement and Evaluation, and (4) Human Relations.

B. Methods and Curriculum Component. This component deals with concepts of instructional programs and practices as they relate to teaching theory, teaching style, learning modes and capacities of children, content areas and situational needs. The emphasis in this component will be placed not only on instructional methods and materials available to a teacher trainee, but also in placing him in situations where he will have to make decisions as to which

methods and materials to use for what purpose, with whom and how. The student is exposed to these experiences in this component as early as in the pre-professional phase. The heaviest emphasis, however, will come during the later part of the junior and senior years of the program. The sub-components included are: (1) Foundations of Philosophical, Social, and Cultural Education; (2) Reading Instruction; (3) the Language Arts Education; (4) Mathematics Education; (5) Science Education; (6) Social Studies Education; (7) Health and Physical Educationand(8)Utilization of Media and Technology in Teaching.

c. Laboratory-Clinical Experience Component. This component focuses on the development and practice of a prospective teacher's facility in his teaching style. A student is involved in these experiences and activities in order to develop progressively greater sensitivity of the teaching act through pre-service contacts with elementary children and schools. The experiences in this component are designed in such a way that a student preparing as a teacher is continuously involved in one way or another with classroom teacher's real world. The sub-components included are: (1) Tutoring Elementary Pupils; (2) Simulation and Micro-teaching, and, Internship Practice.

A complete graphic illustration of the NBTBP Model is given in the chart that follows:



CURRENT

TRADITIONAL CURRICULUM I

(126 Semester Hours)

Courses for Prospective Elementary School Teachers
Leading to the Degree of B.S. in Elementary Education

	Semester Hours Credit		
FRESHMAN YEAR	1st Sem.	2nd Sem.	Total
B.E. 00 Orientation	0	0	0
B.E. 11, 12 Communication Skills	3	3	6
B.E. 30, 31 History of Civilization	3	3	6
Geo. 30 Principles of Geography	0	3	3
B.E. 50, 60 Biological and Physical Science	4	4	8
Ed. 80 Introduction to the Profession or Restricted Elective	0	3	3
B.E. 121, or B.E. 122 Basic Music or Basic Art	3	0	3
B.E. 81, 82 Fundamentals of Physical Education	1	1	2
Elective	3	0	3
	17	17	34
SOPHOMORE YEAR			
B.E. 13 Advanced Communication Skills	3	0	3
B.E. 40 or 42 American History	3	0	3
B.E. 41 American Government	0	3	3
Math. 47, 48 Modern Mathematics for Teachers	3	3	6
Psy. 82, 83 Human Growth and Development or Equivalent	3	3	6
B.E. 90 Personal and Community Health	2	0	2
Music 95, 96 Methods of Public School Music	2	2	4
B.E. 97 Literature of the Western World	0	3	3
Elective	0	2	2
	16	16	32

JUNIOR YEAR	Semester Hours Credit 1st Sem.	2nd Sem.	Total
F.A. 90 General Arts for the Classroom	0	3	3
B.E. 101 Literature of the Western World	0	3	3
Econ. 120 Basic Economics	0	3	3
Eng./ Ed. 123 Children's Literature	3	0	3
P.E. 150 Physical Education in Elementary Schools	3	0	3
Sci. 181 (Ed. 178) Teaching Science in Elementary Schools	3	0	3
Ed. 183 Teaching Reading in Elementary Schools	3	0	3
Psy. 184 Tests and Measurements	3	0	3
Ed. 186 The Elementary Curriculum: Programs and Practices	0	3	3
Ed. 186-0 Observation (Junior Seminar)	0	0	0
Elective	0	3	3
	15	15	30

SENIOR YEAR
(First and Second Semesters are Reversible)

Ed. 179 School and Community Relations or Restricted Elective	3	0	3
Ed. 180 Utilization of Audio Visual Materials	3	0	3
Ed. 185 Philosophy of Education or Equivalent	3	0	3
Electives	6	0	6
Ed. 187 Senior Seminar or Equivalent	0	3	3
Ed. 189 Supervised Student Teaching	0	12	12
	15	15	30

PRIORITY ELECTIVES

Speech for Classroom Teachers
Black Studies Courses
Teaching Social Studies in the Elementary Schools
Applied Linguistics for Elementary Teachers
Techniques of Vocabulary Building

The above delineation of the sub components of the elementary teacher preparation program at this College roughly correspond with the traditional areas of learning, though greater emphasis is placed on the content and objectives included in the curriculum and the way they are derived and taught and learned. The major shift in the organization of curricular content has occured in two ways:

(1) Traditional areas of learning both in the pre-professional and professional sequence have been grouped into larger blocks of learning as integrated components to eliminate overlap and repetition that is characteristic of narrow course boundaries, Most of these components include content which is traditionally very familiar to those of us who, in any way, are engaged in teacher education programs. However, the content has been carefully analyzed, evaluated and transfromed into behavioral objectives in terms of their relevance to teacher competencies and tasks.

(2) The sub-components listed are only a transitional element. When the program is fully developed in terms of instructional modules based on objectives and competencies stated in operational and performance terms, this narrow identification of sub-components will be eliminated. They are only included to meet the following current needs:

(a) The certification requirements in the State of Virginia are at present stated in terms of courses which are given in appendix. It was considered more practical at the present time at least to identify the competencies completed by teacher trainees in terms of these courses rather than those in the larger components until such time when the State of Viiginia adopts a system of certification by teacher compentencies.

(b) Since the majority of teacher training institutions in this country continue to use these course names, the problems of interpretting course-credit equivalents for transfer students is yet another factor for retraining these transitional narrow boundaries.

(c) Despite the genuine constraints stated above, it must be stated that the content included in these sub-component is based on behaviorally defined competencies which relate to behaviors known to

promote pupil learning in the elementary school. Also, the experiences provided for prospective teachers reflect the CBTE approach which is the basic philosophy underlying the new program. One may say that the current efforts on building instructional modules and organizing these according to the traditional course names is only a process and means to an end product and not the product itself. As faculties and students work on identifying competencies and utilize the methods to attain these competencies, the experience gained and the resulting insights developed will, it is hoped, gradually but progressively lead toward realizing the overall objective: building and operating a completely competency-based program worthy of its real name.

Three Components With a Newer Emphasis

Most of the content in the components mentioned in an earlier section is very much similar with that of traditional courses, though a great deal of modification and reorganization has taken place in areas of emphasis in terms of specified competencies. The description of the content for most other components is omitted for the sake of brevity in this report. However, the three components which have been given a greater degree of emphasis and are reorganized are stated in detail; these are: Human Learning and Growth Component, Scholarly Mode o. Learning, and Laboratory-Clinical Experience. Since these components include a greater change in, and newer emphasis on, the content and learning strategies than those of other components, a brief discription of these is given as follows.

1. Scholarly Mode of Learning. This component not only denotes a newer emphasis in its name, but content also. While the other two sub-components appear to be familiar to educators, the Career Decision Seminar reflects a certain departure from the traditional practice and therefore described below.

Career Decision Seminar (CDS) ties academic background studies of teacher trainees in preprofe sional liberal-general education Phase into professional orientation of students by early exposure to children, schools, and community agencies. Among the experiences in which prospective teacher will engage in as a part of CDS include observation of actual elementary classrooms, participation in non-academic school functions, observation and assignment in community agencies, including those working with people of special socio-economic and ethnic groups. The emphasis will be on providing for the potential teacher an extensive orientation to the world of teaching.

The experiences in the Career Decision Seminar consist of individual and group study of what teaching is all about, observation of teaching, working as a teacher aids, and involvement in community work involving children. The main objective of these exploration experiences, of course, is to assist teacher candidates im making a valid, rational decision about entering into the teaching profession. The instructional modules prepared to provide experiences landing to the attainment of these objectives serves as the basis of student learning. These modular activities may involve study of such areas as:

1. Teaching as a profession.
2. Discovery of student self as a person in the school setting.
3. Perception of reality regarding children and their behavior.
4. Observation and participation in elementary classroom situations on systematically arranged group as well as on independent basis.
5. Assuming the responsibilities of a teacher aide and assistant as arranged by the college and public school personnel.
6. Performing such tasks as grading objective tests, distributing supplies, and doing other routine tasks, reading stories to small groups, providing practice or drill to a child or a group of children, preparing instructional aides, and the like.
7. Studying the other non-academic assignments, such as assisting the teacher at playground, in lunchroom and library, preparing and using audio-visual materials and operating equipment, etc.
8. Surveying in the community various educative agencies other than schools, such as, YMCA, Community Action Centers, Head-start and Day-Care Centers, Boy and Girl Scouts, and the like.
9. Attending special meetings of interest to teachers, such as PTA, school board, professional association, etc.

Based on these and other experiences, it is hoped, a lot of waste ·ill be elimanated which generally results from the wrong career choices)y many porspective teachers. It might help save time for those who may ot be suited for teaching and may want to transfer to another area for heir college education. Those students who may still want to pursue

their careers as teachers may complete the cycle for candidate selection for the program and thus may formally enter the professional phase of their teacher preparation program.

2. Labaratory-Clinical Experiences Component. One of the major emphasis areas of the proposed program is its expanded, field-centered and practice-oriented laboratory-clinical experience component; it focuses upon providing teacher trainees with pre-professional contact and experience in working with children in schools, as well as with parents and community. Teaching competencies are practice: and mastered through both stimulated and actual situations in a variety of settings and through a variety of types of activities.

The developmental laboratory-clinical experiences for prospective teachers are so arranged that they progressively move from simple to more complex ones in real life and micro as well as simulated situations and lead students to final full-time internship practice. The student is brought into direct contact with a wide variety of situations that relate to self, children, school and community activities. The students move from observation of teaching to participation in teaching as teacher aides and assistants; then continue to engage in pupils on-to-one basis and to practice teaching skills in micro- and stimulated classrroom sessions all of these as a part of Mastering competencies specified in the various components of the Professional education phase. This system of gradually increasing involvement into teaching is designed to provide teacher trainees with opportunities to make transition from later full-time, independent in-service teaching to testing the applicability of the theoretical concepts they are exposed to in various components of the program.

To put another way, the laboratory-clinical experiences in the new program are marked with the following distinct features.

1. Continuity in that these experiences begin with the freshman year in the form of Career Decision Seminar as described above, and continue throughout the college education sequence.

2. Variety in terms of the types of experiences: observation and assisting, tutoring as well as simulated and micro-teaching, and internship practice

3. Diversity of situations in which they may take place: observation and assistion in school and community situations; tutoring in schools and at homes; micro-teaching in classroom and college simulation laboratories; and internship practice in the real world of the classroom teacher.

Given below is a description of the nature of the various types of laboratory clinical experiences and the objectives they are designed to serve:

Observation and Participation. Perhaps one of the first contacts a prospective teacher may have with children or other teaching acts is through observation of classroom teaching or children in a variety of situations. As a part of, and in addition to, experiences in the Career Decision Seminar Component, students engage in a variety of observations-participation activities. Students may be involved in the school classroom, play-ground or in a variety of other situations involving working with children. They may observe an actual classroom or a video-taped classroom scene or an activity involving children. With the aid of observation checklists, students may analyze as to the nature of activity or lesson, the relevance of existing conditions and settings, effectiveness of teacher roles, appropriateness of instructional strategies and materials, and the expected outcomes.

Progressively, students begin to participate in the classroom or other activities by assisting teachers and working with children. They may take part in developing materials, following up on or managing a variety of activities--beginning with the simple to increasingly complex one.

Tutorials: Additional field-centered, practice-oriented experiences in the proposed program are provided through tutorial activities for reality testing purposes. Beginning with the freshman year, a prospective teacher may work with one or more children in a variety of roles: as a tutor, as a teacher aide and assistant, as a camp counselor, as a director of recreational activities. He may engage in these experiences in a variety of situations: in the elementary classroom, at the local YMCA, in a children's hospital, in a Head-Start Program, in a Day-Care Center, in a housing settlement, in summer camps or scouting programs. The purpose of these tutorials is to help trainees gain first-hand experience in role identification and self-screening for their ability to play these roles. Through experiences such as these, trainees learn as to what it is like to work with children and also what it takes to become a teacher.

These experience begin as exploratory, awareness experiences in the pre-professional phase of the NETEP Model and continue to serve as means of mastering teaching competencies and testing of teaching skills by trainees as they progress through the progessional education phase. Tutoring pupils concurrently with the student's work in various instructional modules within different components of the Professional Phase of their preparatory porgram is designed to afford students opportunities to develop the skills of identifying pupil needs in various areas of the elementary curriculum as well as testing the application of teaching theories by diagnosing problems, prescribing corrective measure (including methods and materials) and evaluating the progress made. The problems faced in this activity may very well

enrich students participation in seminar discussions with fellow students and/or professors which they regularly attend as a part of instruction in the professional education components.

Simulated and Micro-Teaching: Teaching is a complex operation involving practice and analysis of many variables. Simulated and micro-teaching activities in the professional phase of the program provide for the necessary control of the introduction of these variables in the teacher education program. Through these experiences, teacher trainees are guided to progress, in an orderly and systematic fashion, toward attainin teacher competencies related to teaching.

As students pursue instructional modules in the professional phase, the behaviorally-stated competencies on which these modules are based usually require that teacher trainee test, practice and master teaching skills by participating in a variety of activities in simulated or real classroom situations. Simulated and micro-teaching activities permit students to make translation of theoretical teaching concepts into practice through planning, teaching and evaluating lessons that focus on the development of specifically-stated teacher competencies. These teaching episodes may be video-taped so that students can review and evaluate their teach performance as they work on mastering various aspects of the teaching act. In micro-teaching sessions, teacher trainees are able to work in less complex and more structured environments in which the attainment of teacher competencies be practiced and demonstrated.

Research seems to indicate that when teacher trainees are exposed to variables in classroom teaching while reducing the complexity and size of the situation; trainees attempting to develop a new teaching skill are neither confronted with preparing a 45 minute lesson nor the management of a large complex group. Consequently, practicing and

mastering teaching strategies with a small group of children usually permits trainees to focus their attention on mastering a specific technique of instruction as an objective of the activity undertaken. Among the variables around which the modular activities are developed for micro-teaching as an integral part of the program model include such teacher behaviors as stimulus variation for pupil involvement, verbal and non-verbal cues, reinforcement of pupil participation, types of teacher questions and fluency in asking them, recognizing personality characteristics and teacher behavior, illustrating and using examples, variety in the types of activities engaged in communication skills, and the like. The concept of teach-reteach, and the use of video-tape recording for play-back, analysis and reteaching, where practical, are extensively utilized.

Internship: It has been the time-honored practice in the profession to provide teacher trainees with the experiences in the form of what is called student teaching. However significant the impact of this experience on the teaching effectiveness and style of porspective teachers, student teaching has been charaterized traditionally as too little and too late. It is in view of this general complaint, voiced by trainees over the years, that a wide variety of clinical and practice experiences have been proposed throughout the proposed program.model. It is during internship experience that a prospective teacher moves from a more systematic observation, limited participation in teaching and non-teaching activities to full-time teaching in two different schools and at two different levels -- preschool and kindergarten, primary grades (1-3) and/or intermediate (4-6) grades. The internship practice takes place in schools,(portal schools) and other designated teaching centers in the public school systems.

The series of instructional modules specified to be completed by a trainee during the internship period will be so structured as to highlight the attainment of certain specific skills and behaviors which are necessary attributes of an effective elementary teacher. These instructional modules will focus on such skills and behaviors as:

- Recognition of the importance of planning with reference to human variables through appropriate planning and teaching of lessons.
- Understanding of and practice in the initiation of motivational activities for learning.
- Understanding of the modes of communication; types of questions and responses they arouse, expression of feelings and attitudes.
- Practice in the use of various modes of evaluating learnings
- Evaluation of self as a teacher through checklist and/or video and audio taping.
- Understanding the importance of record keeping concerning individual pupil progress.
- Evaluation of the effects of different instructional strategies and activities.
- Familiarity with the various methods of reporting pupil progress to parents.
- Development of effective relationships with fellow teachers and other staff.
- Familiarity with cumulative records and ability to interpret and use data.
- Recognition of the socio-economic, and other physical and psychological factors on learning.
- Understanding of the effective use of various instructional material and demonstration of conpetence in the use of media facilities.
- Identification of the causes of pupil behaviors and their effect on instructional programs in the classroom.
- Development of, individually and in teams with other trainees, the instructional modules for elementary pupils,

- Being able to change learning tasks in a given class of pupils, modifying planned tasks to fit readiness level of a small group of children and completing successfully a teaching assignment.

- Being able to prepare a series of lesson plans in a specific content area which relates to the interests, age and ability levels of a particular group of children; trainee conducts these lessons successfully with special attention to appropriate directions, tasks, and sequence necessary to carry out the teaching strategies.

- Being able to demonstrate the ability to motivate pupils' attending behaviors through the use of such variables as variety, pleasure, concern and respect, challenge and successful trials.

- Being able to explain subject matter concepts to pupils, interpreting terms and meanings and motives in language that readily communicates to the pupils.

- Being able to ask pupils appropriate, thought provoking questions concerning subject matter at hand by providing verbal stimuli to initiate desired pupil responses and by changing questioning strategies if necessary.

- Being able to demonstrate the ability to positively acknowledge pupil responses to teacher questions with various commending remarks and to redirect pupil thinking to the desired answers.

- Being able to design, utilize and assess the effectiveness of an adequate evaluation technique in a specifically planned and taught lesson.

- Being able to describe, and demonstrate the application of, appropriate psychological principles which are brought to bear in confronting problems of defiant behaviors of pupils.

- Being able to handle effectively the offenders of an orderly classroom.

- Stating the diagnosis of a given problem classroom behavior, prescribing procedure for handling it, and telling how such behaviors might be avoided in the future.

- Being able to devise an assignment that is relevant to a specific group of pupils in a given content area and objectives, and then administer thid assignment.

- Being able to extemporaneously, in a given setting, remove, relocate or alter physical distractors from the envirenment to suit the objectives of the lesson and the pupils needs.

- Demonstrating skill to operate audio-visual equipment including setting up, running, doing minor repairs, removing, automating instructional equipment, such as, 16mm movie projector, filmstrip and slide projectors, opaque projector, audio and video tape recording apparatus, overhead projector, and the like.

- Exhibiting the ability to plan and carry out an instructional unit with behaviorally-stated objectives, appropriate sequence of content, suitable subject matter materials and instructional strategies as well as evaluation measures and techniques which are logically and pedagogically sound.

- Being able to read, analyze and interpret data on an individual pupil characteristics and abilities by studying his cumulative records, test results, diagnostic reports etc. for cues regarding the individual and his learning style.

- Interacting with school-related persons about instructional variables concerning the pupil who records have been studied in the previous task -- with such school persons as teachers, curriculum specialists, parents, community resources, etc.

- Demonstrating the ability to read, analyze, and utilize in his internship class situation results of sociometric measures with special reference to pupils group behaviors as indicated by responses to socio-grain, anecdotal records, recalled in-class behavior, etc.

- Being able to design and utilize measures and instruments necessary for acquiring data about his own teaching actions, selecting and specifying procedures for self-evation.

- Exhibiting ability to develop and utilize a check-list of tasks necessary for maintaining an attractive and orderly classroom.

- Being able to obtain professional information on a given set of instructional variables and problem tasks.

These are tentatively indentified behaviors and skills which will be focused upon during the internship practice. This list is currently being revised and refined.

Team Teaching. As a part of their long-term internship in schools, teacher trainees also gain experiences in working with teams. These teams may consist of teachers and interns, interns and interns or teachers, interns and pre-internship prospective teachers.

As members of teams, students learn to practice and master the

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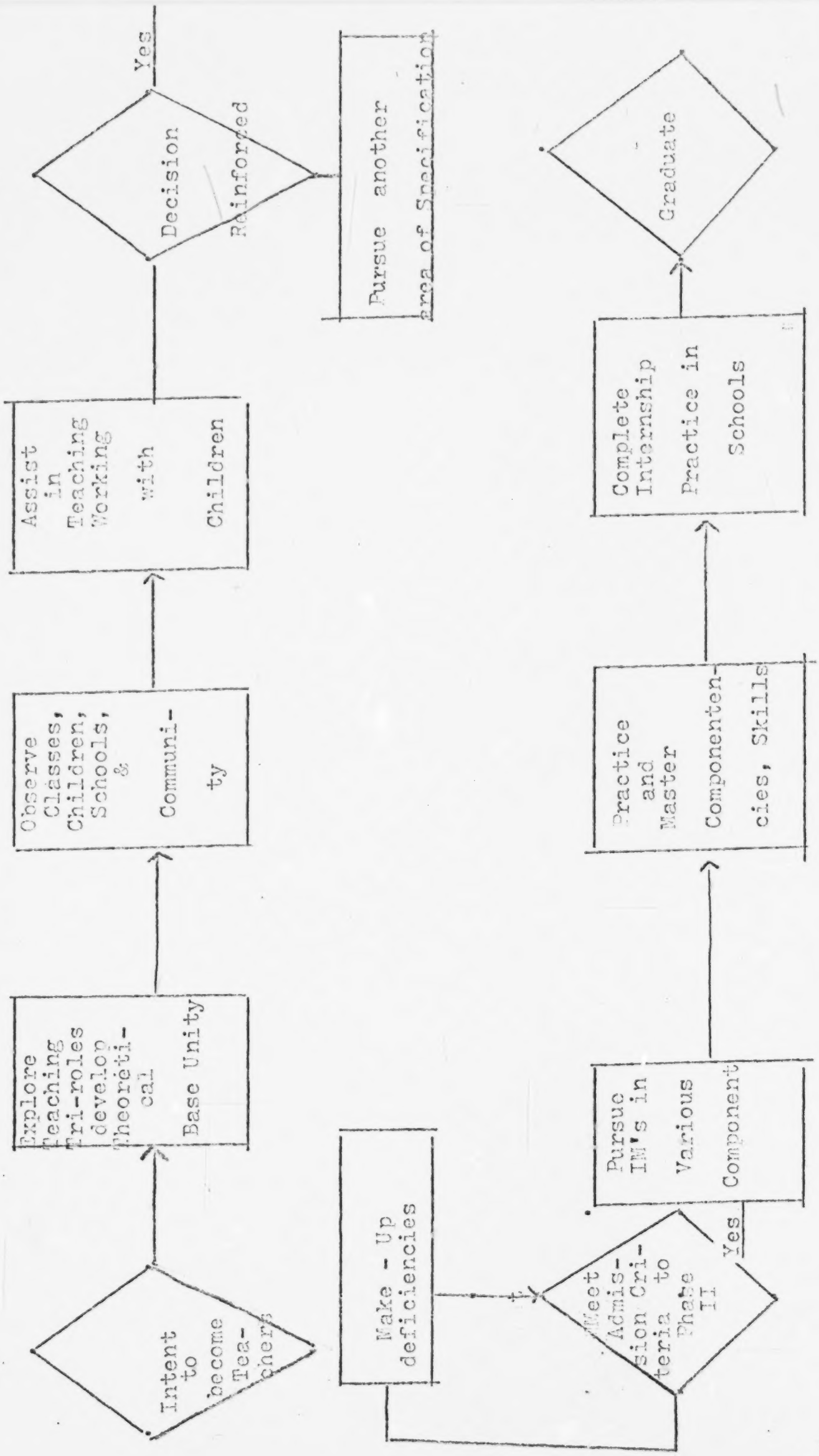
Laboratory-Clinical Experiences Components


Intent to become Teachers
Explore Teaching Tri-roles develop Theoretical Base Unity
Observe Classes, Children, Schools, & Communi-ty
Assist in Teaching Working with Children
Decision Reinforced
Yes
Pursue another area of Specification
Make - Up deficiencies
Meet Admission Criteria to Phase II
Yes
Pursue IM's in Various Componen-cies, Skills
Practice and Master Componen-cies, Skills
Complete Internship Practice in Schools
Graduate

teaching skills and strategies for mutual benefit and improvement for all involved. In team, they are exposed to a variety of teaching situations and styles, and are able to teach in more than one classroom as well as at more than one grade levels; they become acquainted with a variety of organizational practices and the functions and roles of a various school personnel; they learn to analyze the performance of team members and in turn receive assistance and advise from more then one experienced teachers and other team members.

Implementation of Clinical Experience Component. The present student teaching program at this College is managed by a director of student teaching along with the coordinators of elementary and secondary student teaching so far as the proposed CBTE program is concerned, no change in this organizational set-up is proposed, at least for the time being. The coordinator of elementary student teaching, with the cooperation of the directors of instruction of the public schools involved, will continue to be responsible for arranging the observation and teacher aide experiences in the pre-professional phase, as well as in the professional phase of the program as outlined in this section. The tutoring and micro-teaching experiences will be arranged by individual professors in cooperation with the staff in the portal schools as a part of the on-going activities of the various components they will be responsible for teaching. All members of the elementary education faculty will share responsibility of guiding the internship experiences of prospective teachers assigned to them.

Human Relations Component. There is hardly any area of social living which is more critical than the area of human interaction. How individuals accept, affect and interact, verbally or nonverbally, with others determines greatly the degree of successful, happy, and productive lives they may lead. Perhaps, classroom teachers more than anyone else are constantly engaged in human interaction with pupils and fellow teachers and others. Their effectiveness in teaching, among other things, depends greatly upon their sensitivity to the human relations dimension of their roles. The addition human relations component is an additiona area of study and practice which is incorporated in the NETEP Model. The objective is to sensitize prospective teachers through series of encounters involving experiences and behaviors which they ought to exhibit in relatinn to self and other individuals, and in relation to a group particularly children. Since teachers are to foster better human relations among their pupils, they need not only to know the nature of human relations but also be sensitive to them; as teachers they should not only be knowledgeable as to how the human relations are to be developed, but also they themselves should experience the process of establishing effective intergroup relations in their professional preparation as teacher-to-be. By adopting this component, therefore, the NETEP proposal will meet a very vital need in the preparation of prospective elementary teachers. The core of experiences in this component willfocus on developing sensitivity on the part of teacher trainees to such behaviors and feeling as self-concept and emphathy, acceptance of an individual as a unique person, techniques for "turning on" pupils, identification and perception of the total

personality of a child, individual development in a humanistic environment, sensitivity to others, experience of success, role playing in groups, and the like. It is around these concepts and behaviors that the encounter experiences and learning activities for the prospective teacher in the NETEP Model will be developed and employed in order to realize the objectives established for this component. Some of the possible areas and experiences to be explored might include those included in a tentative list which is given below:

Teacher Trainee will learn to:

1. Participate in, and consider, the kinds of interpersonal situations which are troublesome to a teacher trainee, and analyze and discuss the ways in which he typically copes with such situations; at the same time he will learn to compare peers descriptions of their responses of similar situations.

2. Analyze one's subjective reactions, and coping techniques, to more intensive stress stimuli; trainee will review along with an instructor a video tape of his performance in the situation described above in order to develop an objective view of himself.

3. Anticipate, based on his experiences, as to how others will perceive him, and the ways in which he will cope with a real person, noticing instances in which the trainee was unclear or ineffective in his own communication.

4. Practice by gaining an immediate feedback, in a given interpersonal encounter session, on his success or failure in interpersonal communication including greater degree of openness and honesty.

5. Become more aware of himself and capable of relating more combortably with others as a result of his experience in not only recall of his own behavior on a given interpersonal situation, but also he will gain feedback through replay of video tape of his impact on others, thereby acquiring the knowledge and skills related to own general maturity.

6. Share, in a given set of exercises in interpersonal interation,,intense feelings of anger and joy with others and as a result learn to be more at ease in, and capable of, closeness with others.

7. Demonstrate the ability, in a series of encounters, to be less frightened and more able to intelligently respond to inquiries and questions from pupils.

8. Inquire from immates, after visiting a prison or reformatory, about the meaning school had for them, and demonstrate in the process of interviewing the interaction skills by asking p probing but not unkind questions; after having discussed the ideas and observations with peers back at campus, prospective teachers write a report about how and what specific ways the school should help the alienated, the hostile and the disadvantaged.

9. Discuss in writing, based on continual but systematic observation over a period of semester or so of the black ghetto of the slum areas at nigh, his own "feel"(and the smells) of the areas and the attitudes of the inhabitants toward the school, community, with particular reference to their more depressing and/or exciting aspects.

10. Become aware of one dark corner of life around or about him, and write a report describing the nature, the causes, and possible solutions to the dilemma.

11. Develop and describe, as a result of a religious revival meeting particularly in a black ghetto community, and awareness of the intensity of emotions people are capable of feeling and revealing to each other; possibly he may devise one particular activity in which he may be able to relate more intensely with others.

12. Become knowledgable and comfortable, through observation and reading of appropriate literature, about another typically unknown strata of society, namely, the rich and the super rich and write a self report on findings.

13. Develop an empathetic understanding after having observed, investigated and read about drug addiction, of drug addicts as people who need help and suggest ways he perceives such help may be provided.

14. Identify ways, through exploration and study of the current social scene in America, for dealing with the Blacks, or other minority groups on human basis being neither solicitous nor abusive, and thereby demonstrate the skill in relating with these groups in the classroom and community.

15. Emphathize, after investigating the relevant literature and studying the cases of pupils whose parents have undergone through divorce or are living under marital stress, with such children and discuss with peers with a positive attitude the risks and fears involved in marraige.

16. Demonstrate in a given real life or simulated situation the ability to relate to psychotic people and/or handicapped persons without

feeling or communicating fear or disgust; demonstrate the ability to answer pupils questions on these and other matters affecting human relations demensions of interaction processes.

These are only some of the areas of experiances which are currently being explored; the specific competencies, experiences, and tools and materials are still being worked out and refined.

Implemantation Strategy

Program Development. The basic purpose of the NETEP Model is to develop an innovative, improved, individualized curriculum for preparing elementary teachers. The nucleus of this effort is in its curriculum development program. The program is based on the assumption that early, continuous, and systematic client-contact by prospective teachers in teaching centers and portal schools can provide the necessary conceptualizations and understanding of teaching. Therefore, the proposed program reflects a very high emphasis on pratice-oriented, field-centered experiences spread over the entire four-year sequence of the program.

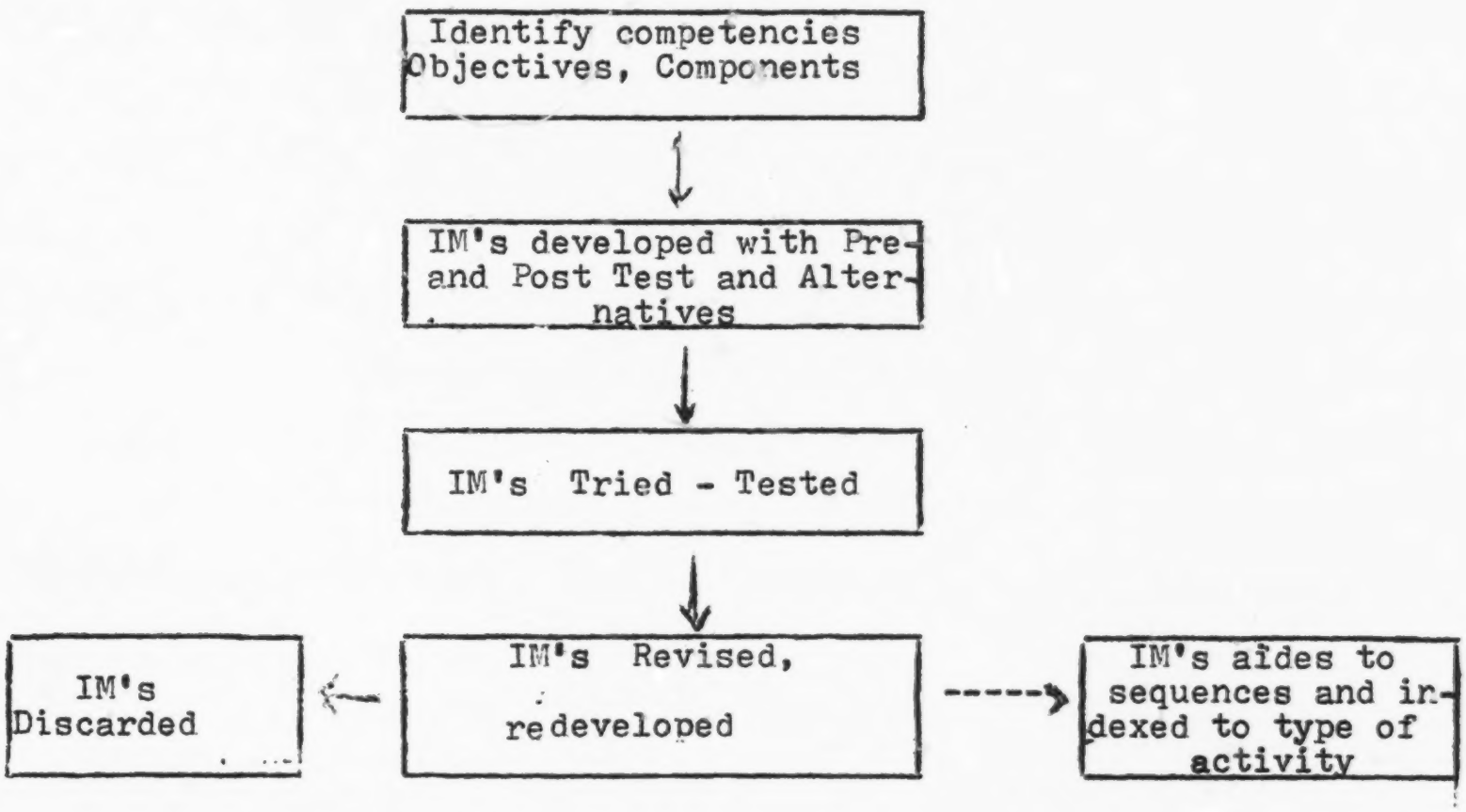
The proposed program is broader than the traditional professional education and draws upon general-liberal education experiences during the pre-service period, extending well into the teacher's in-service career which is to be carried on because this College's offerings are limited to undergraduate education as legislated by the State of Virginia. Initial developmental and implementation effort in the next five years, however, is going to be focused on the professional phase of the program model.

Phased and gradual development. In view of the gigantic task involved strategy of gradual, long-term program development will be utilized. Also, because of the orientation of the faculty, the professional education (phase II) of the program will be the one selected for initial development and implementation. It is hoped that by the time Phase II becomes operational, as a CBTE program, the faculties will be ready to undertake the task of developing and implementing the pre-professional education phase I of the program as well. This lapse is

time should permit the institution to prepare and procure the facilities and resources necessary as well as to find adequate solutions to problems which would be generated by the new program.

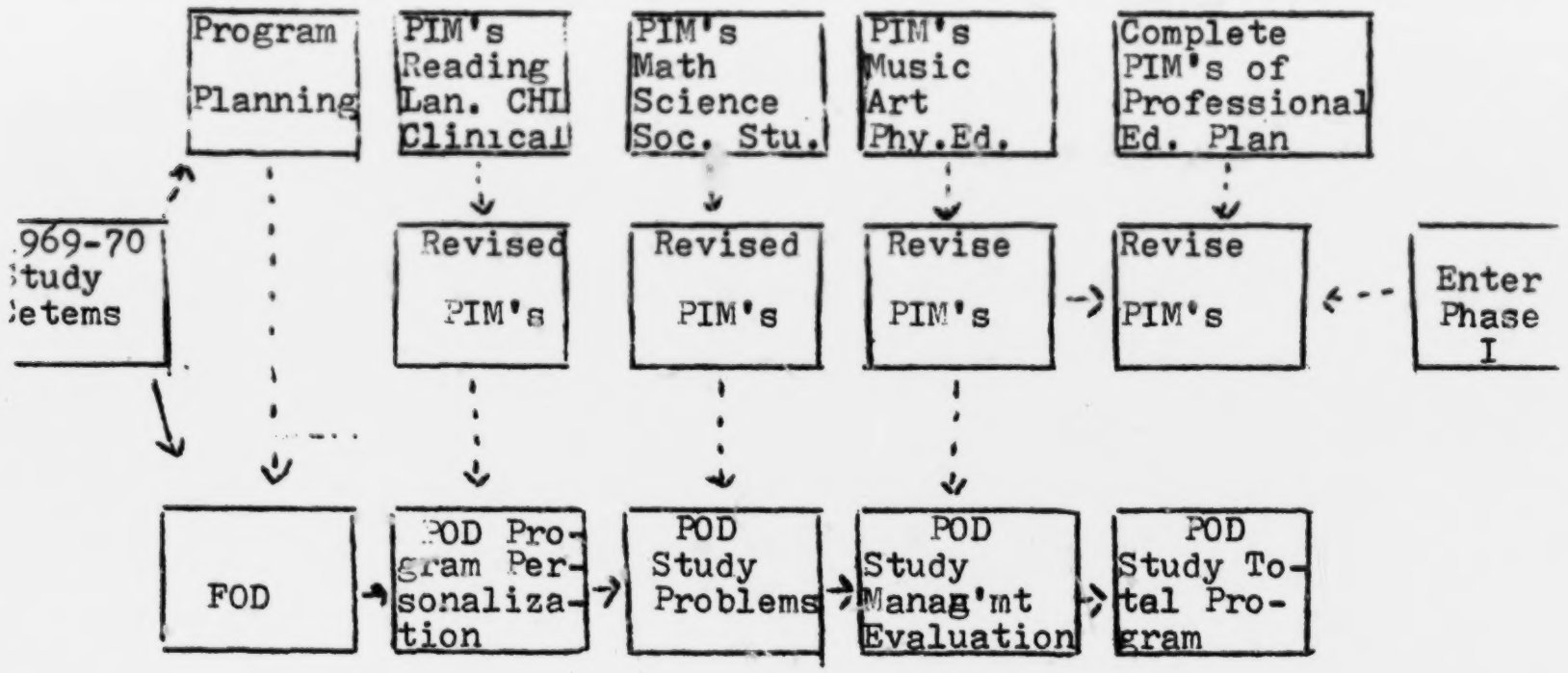
The complete cycle of program development and implementation for the professional education phase will be completed within the five-year period, e.i. by June, 1975. The project faculty would be divided into task forces and teams who would be working on the development of materials in selected sub-components of the program model each semester, with the revision and refinement of these taking place in the second semester. The emphasis will be placed on (a) identifying and defining competencies and objectives in the various components of the phase II professional education, (b) development, utilization and improvement of instructional modules based on the competencies so identified, (c) preparation and procurement of resources and facilities to meet the new demands and (d) the evaluation of the products and processes used.

System for development. A system of IM development pursued at NSC requires that the instructional modules in a given comconents be developed, tried out with the student population, and rivised incorporating the necessary changes and improvement as indicated evaluation feedback. The figure given below illustrates the process to be utilized for development.


Identify competencies Objectives, Components
IM's developed with Pre- and Post Test and Alter- natives
IM's Tried - Tested
IM's Revised, redeveloped
IM's Discarded
IM's aides to sequences and in- dexed to type of activity

Task Forces: The program development strategy will employ the use of task forces consisting of teams of faculties and other cooperating personnel. These task forces will engage in the development, testing of instructional materials and approaches, and the resulting revision for improvement. The following is a graphic illustration of how the task force strategy migh work:

Figure _____: Flow Chart showing time line Projection for Implementing the Professional Education Phase of the program.



Symbols: TF = Task Force

CDS = Career Decision Seminar

FOD = Faculty Orientation and Development

PIM's = Preparing Instructional Modules

SMT = Simulated and Micro Teaching

Utilization of Outside Support

This project staff is aware of the gigantic developmental task involved and the necessary resources and facilities needed to implement the proposed NETEP model. To do so, outside resources of personnel and funds are yet another way to supplement this college's resources currently available. The following are some of the outside sources of support which are being utilized:

Teacher Corps Project: This college is already operating a 6th Cycle undergraduate, competency-based program. The funds and resources made available to this College under Teacher Corps program have not only strengthened the facilities, materials and faculties, but also the development and testing of instructional modules materials in field-centered situations. As the materials are tried out, instructional strategies are tested, and evaluative criteria experimented with Teacher Corps interns, the revised and improved versions of these are transferred to the regular elementary teacher education program. As a result, the impact of the program in bringing about long-range institutional changes is enhanced. This College plans to continue to utilize Teacher Corps resources and impetus through 8th Cycle program scheduled to begin in 1973 and end in 1975.

Consortium Support and Cooperation: Another source of strengthening program development effort is the participation of this College's staff in the activities of the Consortium of Sourthern Colleges for Teacher education which is an affiliation of ten small colleges that are engaged in similar efforts on developing and implementing CBTE programs at their respective campuses. These institutions are organized together to pool and share the meager resources they may

have, materials they develop, expertise they possess, and experiences they gain in the process. The belief is that through the sharing process, the task of developing and implementing CBTE programs can be accomplished more effectively in less time to the maximum benefit to all concerned. Through the Consortium organization and joint efforts, it has become possible to secure additional grant funds from various agencies and foundations which has furthered the cause of CBTE program development at all of the member institutions.

Coalition with CETEM Teams: Additional expert help and consultation, as well as sample materials and innovative instructional techniques which this college's staff have benefitted from have come from the CETEM teams. As a result, an active partrership has been developed with these teams which have and still are serving as a source of great encouragement in the on-going program development efforts.

One of the greaterst benefits that this College's staff has derived from this project on the study of CETEMS is the development and strengthening of local faculty. Even though the development of competency-based instructional modules has been rather slow until the end of 1971, the faculty have developed a genuine interest and enthusiasm as well as the necessary expertise to accomplish the task undertaken. Consequently, the pace of progress is increasing as evidenced by some of the sample instructional modules which are included in the Appendices section. These are only a sample of a large amount of materials which are currently undergoing testing and revision, and will be available to interested readers by the end of 1972 and thereafter. The project has reached a take-off stage, and

it is expected that if the present rate of progress continues and the current level of financial support from outside is maintained, the professional education Phase II may become operational as a fully competency-based program much earlier than projected in the time-line which is given in an earlier section of this report.

Relationship of NETEP to NCATE Standards: As far as it is possible to established relationship between the NETEP Model and some of the NCATE standards, it is fairly safe to state that the Program Model as proposed and fully operated would positively relate to these standards. The NSC Program Model reflects very extensively the adoption/adaptation of the major CBTEMS concepts. Certain aspects of the NCATE standards which are met by the proposed program are: (a) conditions of faculty service and in-service growth, (b) the adequacy of library facilities and their use,(c) instructional and media centers,(d) provisions for individualized instruction,(e) self-paced flexibility of the program,(f) counseling and evaluation procedures and progress monitoring devises as well as data processing and information storage system,(g) partnership in the real elemantary classroom situations and(h) criteria for recruitment, candidate selection and early career-awareness programs. It appears that these NCATE criteria not only will be positively met, but also will be surpassed as far as a quality, effective and on-going program of teacher education at this college is concerned.

Program Emphases and Operational Innovations

The objectives stated above determine the program focus which necessitates the incorporation and implementation of some of the innovative features of the CETEMS highlighted in Part I of this report. Therefore, when fully develpped and implemented, the proposed program at NSC will be characterized by the following distinctf features:

Specified Objectives and Competencies. The objectives of the program components stated in terms of teacher competencies which make up the curriculum are so selected as to be responsive to the changing needs of both individuals and society. Specifying learning objectives precisely is by no means new but the procedures employed traditionally have been limited to single courses taught by single instructors. The NETEP proposal encompases this emphasis on competencies throughout the program components which reflect the needs of society as they relate to preparation of elementary teachers.

Institutional Changes: For the suggested innovations to be effective, it is considered vital that changes in the curriculum and program processes be institutionalized. The whole spectrum of systems analysis is brought to bear on effecting changes in program components, teachers roles and functions, administrative support, program structures and objectives -- all of these as interrelated and inter-dependent variables. Continued evaluation and analysis of program goals and processes, as well as support facilities and resources is made to determine the extent of success in meeting the program objectives.

Specialized Learning Environments. Arangements are made to create specific learning conditions in which educators may be able to correctly match teacher trainees, materials, structures and students. Greater use of technological aids and media facilities will be made to maximize the learning opportunities for prospective teachers so that they may be able to attain desired competencies at their own learning rate and through their own preferred modes of learning. In

addition to college wide facilities of library, various special purpose laboratories such as Reading and Audio Laboratories are utilized. Special In structional Resource Aad Learning Centers are in the process of being develpped to meet yet additonal instructional needs. These centers house such facilities as video tape equipment oor simulated and micro-teaching, listening and previewing stations, films, filmstrips, a variety of projectors, work benches and other equipment necessary for teacher trainees to learn to prepare special-purpose instructional materials and teaching aids; study carrels, shelves and to house instructional modules, teacher's manuals of elementary textbooks and other helpful materials which are utilized by teacher trainees for practicing and mastering teacher competencies.

Learning Alternatives; A greatest degree of flexibility in terms of requirements is provided by which (a) new alternatives for learning opportunities and experiences are conceived, developed, utilized and evaluated; (b) various entry and exit procedures are delineated and (c) performance criteria are specified.

Broad, Integrated Learning Components. Contrary to the narrow traditional course boundries, the proposed program consists of larger blocks of studies integrated into components which are based on specifically-stated learning objectives and competencies. The sources from these competencies are derived include professional literature, analysis of teacher roles known to be as necessary attributes for effective elementary teachers, and experienced teachers and college faculties' conceptions of the tasks elementary teachers must perform. These objectives are stated in behavioral and performance terms and form the bases on which instructional module materials are developed. Establishing objectives serves as a rationalization for the creation, selectional as well as development and utilization of instructional strategies and media and assessment criteria. Such an arrangement permits more careful selection of course content, better use of instructional time, as well as better delineation and more locical sequencing of instuuctional time,

instructional materials and strategies. The concomitant result of this approach is better integration of curricula across arbitrary boundries of courses. These modular materials serve as the vehicle for facilitating the teaching-learning process as well as for a greater degree of self-directed, self-paced and individualized learning on on the part of students. The development, utilization, evaluation and revision for improvement of instructional modules is the heart of the CBTE program contain some of the following elements:

(a) Objective (stated in performance terms).

(b) Pre-requisite (if any that may be necessitated for successful attainment of the learning objective).

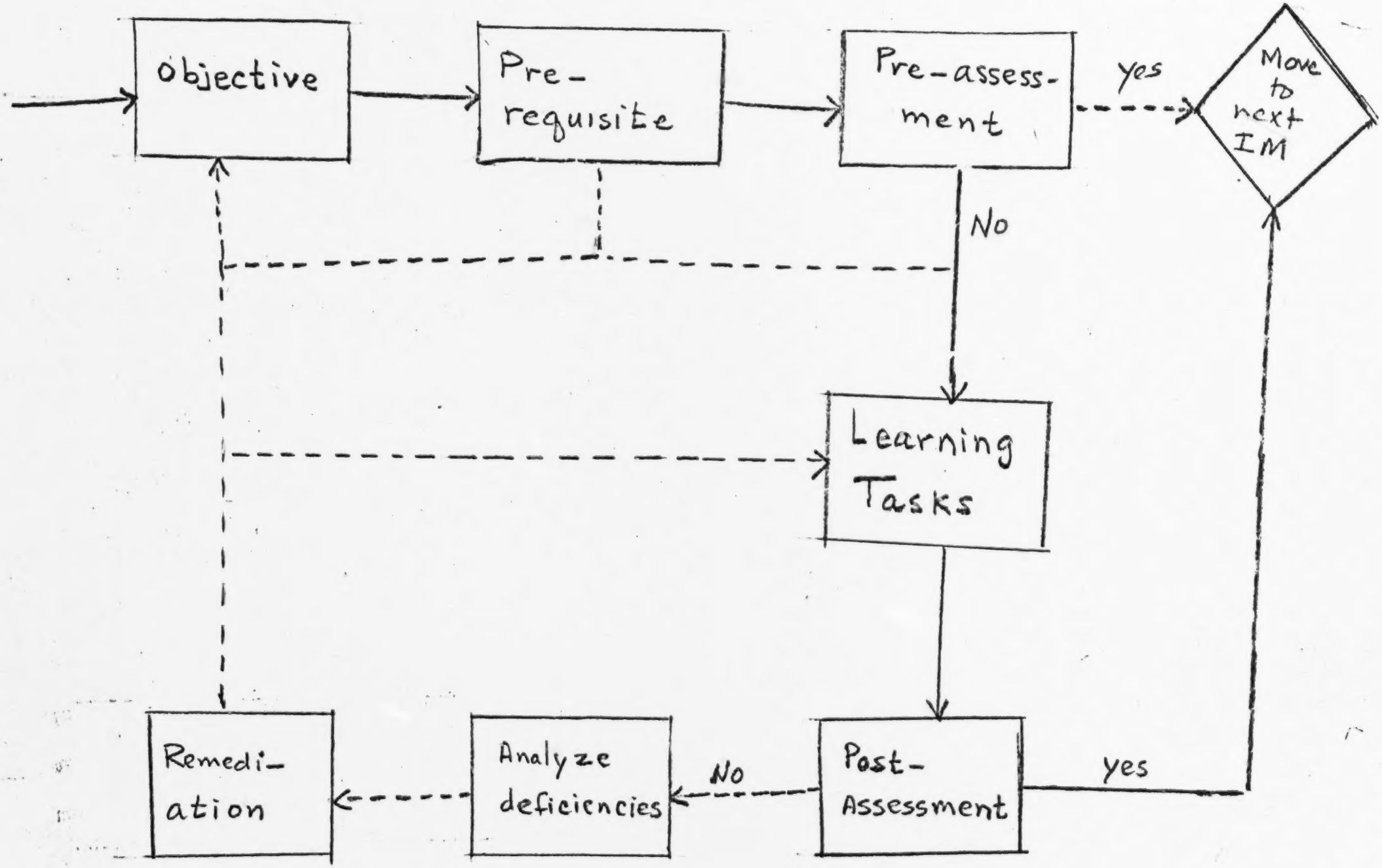
(c) Pre-assessment (to serve as an indication of mastery and/or diagnosis).

(d) Learning tasks and activities (which learners may engage in to achieve the objective);

(e) Resources and materials(which learners may need to use in their pursuit for achieving the learning objective).

(f) Post-assessment (measures and instruments for use in determining whether the objective of the instructional modules has been achieved

Some of the Elements of an Instructional Module (IM)



Preparation of teachers in the NETEP model is viewed as providing a series of learning experiences specifically designed to enable trainees to meet stated performance criteria. Consequently, teacher trainees move from one experience or a set of experiences based on related objectives to the next as they demonstrate ability to meet performance criteria which is delineated and made public. (For detailed delineation, see Student's Guide in Appendix ____)

There are certain dangers involved in determining specific objectives and competencies. The competencies which are easier to describe and evaluate such as skills and behaviors are likely to dominate the proposed program. Therefore, an attempt is being made to include all kinds of competencies -- knowledges, concepts, skills, behaviors, attitudes and values which are known to be necessary part of teacher effectiveness in the classroom to enable teachers to provide a balanced learning program for their pupils.

Field-centered. Experiences. The program design calls for field-centered practice experiences for prospective teachers beyond the college itself such as public school classrooms and community agencies (churches, day care and neighborhood centers). Provisions are made throughout the program for immediate application of theoretical ideas about teaching to the act of teaching itself, be it in live classroom with children or simulated micro-teaching situations involving peers. The instructional modules provided in the professional education of the program experience which require planning programs for and/or working with children. A variety of continuous experiences from freshman year to senior year are arranged for teacher trainees to be able to practice and master specified teacher competencies. Such experiences may take place in the form of observation of teaching and assisting teachers, working with children in a variety of situations both in public schools and community, tutoring individuals children, simulated and micro-teaching sessions, and internship practice. A detailed of these practicum experiences may be found in a later

section of this report under curriculum design and Instructional Components

Portal Schools and Teaching Centers. To support the field and practical experiences for prospective teachers, a system of teaching centers and "portal schools" has been established in cooperation with the area public schools. The concept of "Portal Schools" is borrowed from Florida State University model; it relates to a group of schools which are located in local public systems which have been designated as such, and with which SoC maintains a close working relationship. These are schools which have indicated willingness to participate more actively in the development and implementation of the proposed program at SoC. The portal schools are staffed by experienced personnel who possess leadership potential and are more favorable inclined toward the extensive experimentation and use of instructional and organizational innovations, new curricular structures, differentiated staffing rules, and technological and media facilities and other features which are a part of the competency-based instructional approach to education. Among the functions of the portal schools include the following:

1. To provide facilities, guidance and expertise for laboratory-clinical experiences of prospective teachers who are undergoing training in the NBTEP model.

2. To provide examplary classroom situations in which teacher trainees may have opprtunities for observation of and participation in teaching for practicing teaching skills in micro-teaching seessions, for tutoring individual pupils and the like.

3. To provide teacher trainees transition from pre-service training experience to in-service, full-time teaching responsibilities under the guidence and support of master teachers and other helping staff.

4. To offer elementary classroom teaching situations which may closely reflect the programs and practices which underlie the objectives established for the NBTEP model and where first-year teachers graduating from the new program may have opportunities and freedom to try, practice and master competency-based, modular approach to teaching on teach-as-taugh basis.

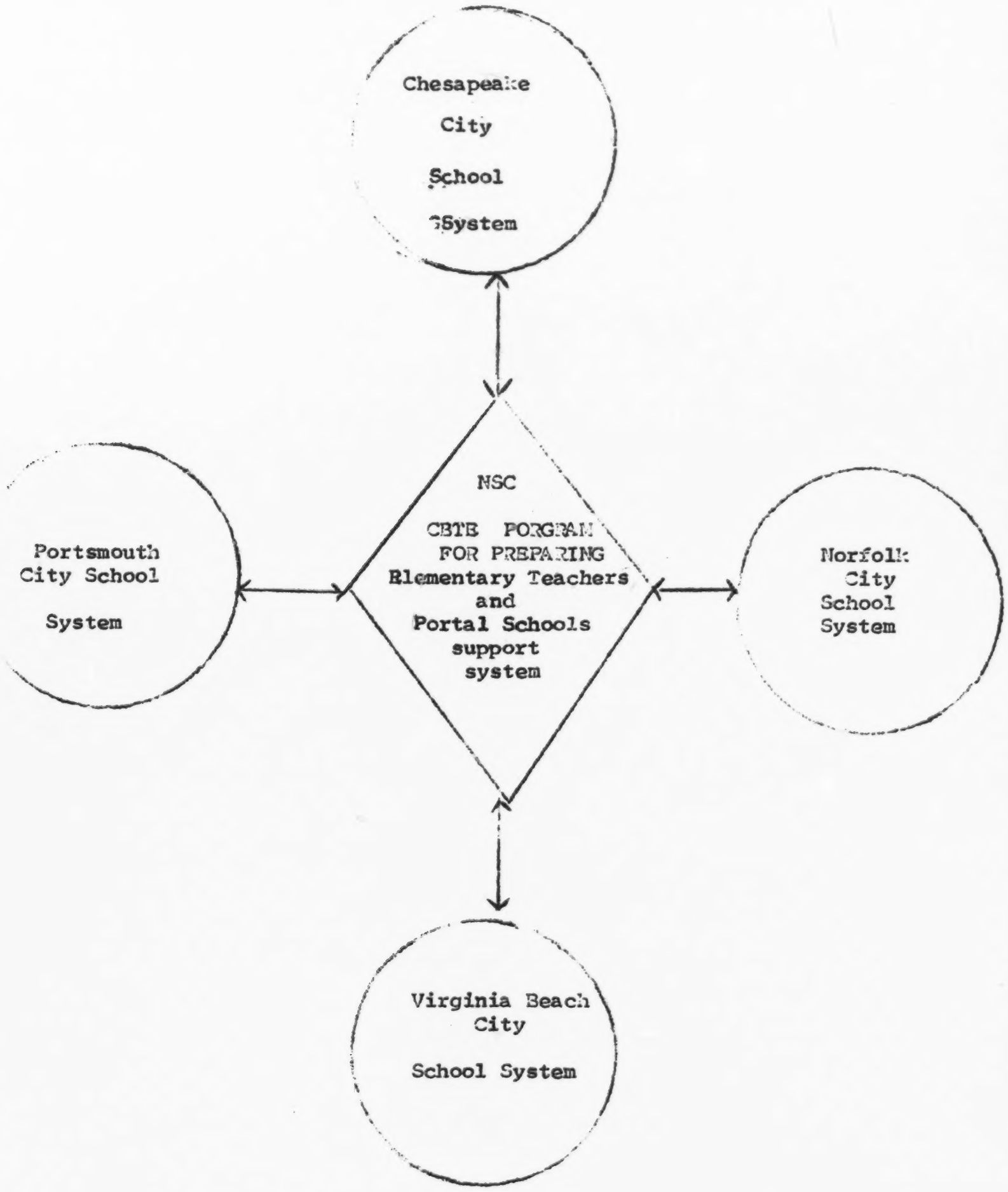
5. To provide teacher trainees with feedback data on the learning experiences gained during their pre-service education as the bases for suggesting possible changes and improvements in the NBTEP model.

6. Last, but certainly not the least, to provide the participating school systems with a supply of teachers(program model outputs) who would assume leadership for innovative, quality education in other schools in the system. These schools themselves would serve as demonstration schools for effecting desirable changes within the school system and to meet the in-service education needs of teachers for the entire system.

It is hoped that the NBTBP Model will be greatly strengthened through the use of the portal school concept. This College has already in existance the practice of utilizing "teaching centers" for student teaching experiences with some of the local systems. With the use of the protal school concept, this existing practice will be greatly refined and improved. Portal schools will become an important element of the laboratory-clinical experiences component of the NBTBP Mode.

As a result of the involvement in the planning of the NBTBP proposals this College has alredy established a more active partnership with the four-city school systems in the Tidewater area. Certain schools in the various area school systems have been identified as "portal schools". Under the support of funds and activities of the Teacher Corps Program currently in operation at this college, the portal school concept as outlined above is in the process of being transformed into a reality. The following illustration shows the nature and extend of this relationship.

PORTAL SCHOOLS RELATIONSHIP UNDER NETEP MODEL


Chesapeake City School System
NSC
CBTE PORGRAM FOR PREPARING Elementary Teachers and Portal Schools support system
Portsmouth City School System
Norfolk City School System
Virginia Beach City School System

Broad Input Base. A broad base of input and feedback for decision making in the NETBP proposal is provided by active partnership of various agencies which cooperate with this College. Among the participating agencies and institutions with which NSC has developed a coolition relationship for program planning and implementation are the following:

(a) Old Dominion University and Virginia Wesleyan College in Norfolk which this college has developed several cooperative projects. Among other facilities of faculty and student exchange, the cooperative Inter-institution Seminar for student teaching from these three institutions of higher education serves a great source of idea exchange and experiences for both faculty and students. This seminar has by now attracted national attention and the programs and practices of this seminar have been written as a case study by Southern Regional Educational Board (SREB), based in Atlanta, Georgia which has been funding the seminar program activities for the past two years.

(b) Four-city public school systems in the Tidewater area of Virginia, namely Norfolk, Chesapeake, Portsmouth, and Virginia Beach.

(c) Regional Educational Laboratory for Carolinas and Virginia located at Durham, North Carolina.

(d) Virginia State Board of Education personnel from Richmond, Virginia

(e) Georgia Educational Model (GEM) team at the University of Georgia.

(f) Community Agencies such as Model Cities and Education Association of Norfolk.

Whereas the apportunities exist for all of the above agencies for input of ldeas for the program policies and structure, the major portion of the cooperative effort relative to the implementation operation of the program porposals comes from this College and the area public school systems, notably, Norfolk City School System.

Pre-and-in-service links. The proposed program is focused on the preparation of professional teachers on a continued basis, extending beyond the terminal stage of pre-service education. The pre-service education of a prospective teacher takes place in the proposed program that provides them with continued opportunities and experiences.

(a) in developing an adequate conception of the goals of teaching, (b) in clarifying and explaining performance goals for themselves, (c) in defining these goals in behavioral operations, and (d) in participating in planning a curriculun to sharpen their strengths and remedy their weaknesses in light of their own goals. This, they become involved and share responsibility for theri own learning in all aspects: planning, selecting and pursuing activities, as well as evaluating theri own performances.

As a product of this type of program, it is anticipated that the new graduates greater than their counterparts in the traditional program, will engage in activities for professional improvement through self-defined and self-directed informal inservice education activities. However, specific formal inservice education programs geared toward enhancing the competencies of the graduates of the propose NBTEP Model will be planned in conjunction with the school systems in which they may be working. Since the graduates of the NBTEP Model will become used to carrying on a large share of the responsibility for learning on their own part, they will be more apt and prepared than formerly to carry on the process of self-improvement in response to emerging needs.

Greater Student Involvement. The proposed CBTE program permits and encourages greater student participation in program design. Prospective teachers from the cooperating school systems, to work with college faculties in defining program goals, and teacher competencies. Additional opportunities for student involvement include (a) consultation on program details and assistance in modifying these details to fit their individual capabilities, motive and aspirations (b) selection of preparatory experiences to attain program objectives (c) discussions and decision making with advisors on such questions as to how to proceed through an instructional module or with

the learning tasks and (d) selection and use of multi-media materials, equipment as well as lesson planning and practice teaching and/or other activities related to school and community.

Expanding Role of the Teacher Educators. The main role of teacher educators in the NBTEP proposal is that they themselves are persons who are growing, maturing, changing and self-renewing professionals. The teacher educators in the proposed program may plan several roles: clinical professor, clinical teachers, advisor-counselors, and instructional leaders, as well as curriculum developers. The Teacher educators therefore may appear to be doing tasks that are entirely different from those that they do now. The degree of contacts with individual students and settings in which teacher educators may perform these tasks are to undergo a considerable change both in processes and/or emphasis.

A clinical professor may perform several major responsibilities to serve in a guidance role with individual students: in an instructional role in module seminars, and as a member of the supervisory team during a student's filed experiences, and internship practice. The settings for such tasks may include (1) the college campus and its classrooms, (2) the portal schools and designated teaching centers in public schools systems,(3) other community centers and agencies.

As clinical teachers , college professors working in the professional phase components have many responsibilities and thus plays many roles; as a guides and evaluators for many of the instructional modules selected by students during their professional year; as team members during the student's internship in his Senior Professional Year. These clinical responsibilities may be carried out in two different settings: (1) in the tutorial and micro-teaching Center as an integral part of many modules of the professional education components and/or (2) in the portal schools and teaching centers

where a college professor may work with the cooperation teacher and student in a variety of team planning and evaluating sessions.

Available evidence seems to indicate that there is a definite and healthy trend in teacher education toward involvement of public school personnel in teacher training and college personnel in public school settings rather than only on college campuses. The NETEP model proposes to support this trend as a part of its operational strategy to attain the overall objective of producing quality teachers for the nations schools. The roles of the teacher educators in the new program, therefore will vary widely due to the diversity of instructional techniques to be employed and the components areas to be taught. Teacher educators may lecture to large-groups, conduct small-group seminars, confer with individuals, and serve as counselors in the interpersonal conference sessions. On other situations, teacher educators may assume a non-directive role, and may in effect serve as organizers or facilitators. Counseling skills of the teacher educators involved are required critically in the Career Decision Seminar sub-component of the pre-professional phase. Teacher educators use of a variety of technology and media including video and audio taping, films, slides, over-heard and other projectors will serve as an exemplary teaching style for trainees to emulate, as they evolve a philosophy of "teach-teaching style for trainees to emulate, as they evolve a philosophy of "teach-as-taught."

Also, Teacher educators in the NETEP Model will continue to work on curriculum development through preparing, utilizing and revising instructional modules; they may continously participate in formulating objectives, specifying learning settings,preparing and making available materials, designating levels, and developing and administering measures of evaluation. Teacher educators may also organize the scope and sequence of the instructional modules; they may work with the clinical-schools network providing

in-services education for teachers through consultation services and analytical study of teaching.

Student Guidance. In the NETEP model, students are assigned advisors at the beginning of their freshman year. These advisors are professors in elementary education whose specialties are related to the student's interest area or level of competency. Even in the preprofessional phase the students and advisor meet periodically in groups to discuss problems of general concern and current professional problems which may emerge from their field experiences in the Career Decision Seminar. Advisors also provide office hours to be given to individual student for consultations and counseling through out the professional phase as well.

Areas of Concentration. Although the NCC Program Model is designed to produce generalist elementary teachers, yet it would provide some degree of concentration, though not at the specialist level, in one or more of the contents areas such as mathematics, science, language arts or social studies; or a student may develop greater depth through concentration in working with a certain age-group of elementary children (pre-school, Primary, Intermediate), a certain socio-economic group of children (the disadvantage, the Blacks, the rural or urban). This is to be accomplished by permitting students pursue certain elective sets of IM's in the areas of concentration desired.

Management and Control Support System

Management and Administrative concerns: A curricular program, no matter how innovative, cannot be implemented successfully without the support and leadership of management personnel. The present structures of administration and management at this College which is given in the following pages is considered to be adequate for meeting the limited demands of the new program because of the size of the operational efforts involved. However, in order to assure the smooth and effective development and operation of the program, the following elements of program management are brought out for special attention and consideration:

1. The administration and faculty is totally committed to the competency-based approach to teacher training; even though the present organizational structure appears to be adequate, the necessary reorganization of administrative structure will be evolved, as and when the emerging needs of the program operation should necessitate.

2. Since no program can rise above the quality of the people who plan and carry it out, the continued professional development of th faculty is one of the basic features of the new program. As faculties from education and non-education departments of the College as well as other outside personnel such as from the public schools participate in planning, development and implementation of various program elemants, the matter of orientation to the new program thrusts, procedural changes, and instructional innovations will need to be carried out on a continued basis. This should assist in strengthening faculty commitment, understanding of program objectives, utilizing suitable instructional strategies, preparing and procuring appropriate modular materials and application of adequate evaluative techniques for continued program improvement.

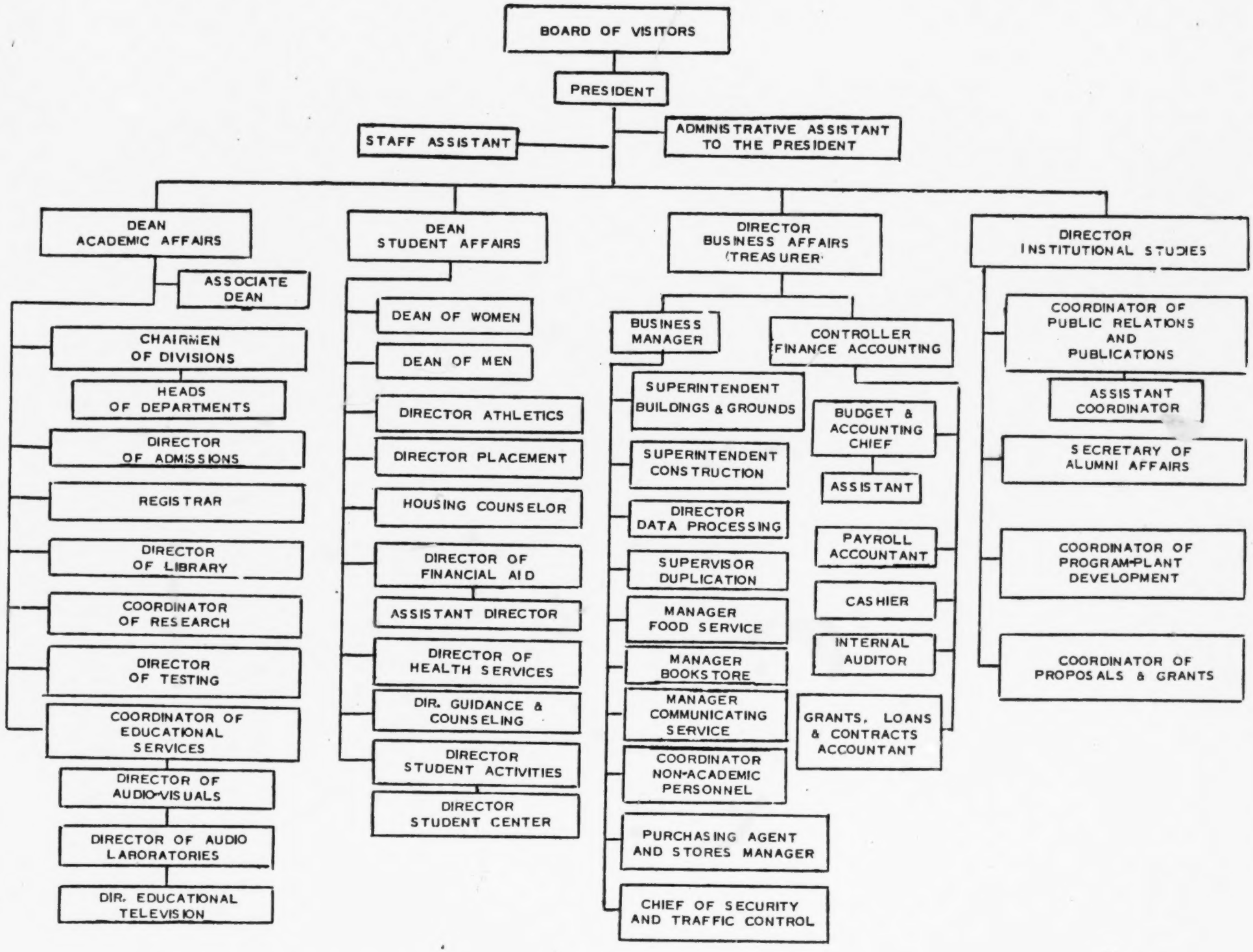
3. The administration should arrange to provide and procure the additional faculties, facilities and other resources which are necessary for the implementation of the new program.

4. Another matter of concern to the administration is candidate selection. Even though the proposed program places less emphasis on entrance requirements, it is necessary to screen

teacher candidates for their potential and personality attributes so that a waste of time, energy and talent is minimized. The purpose of the selection process is to ensure the selection and retention of suitable candidates for teacher education. A committee called Selection Committee be charged with the responsibility of developing the criteria, procedures and measures of evaluation for screening, as well as for continued revision and improvement of the selection criteria such as given in appendices section. This committee may consist of two members at large from the College, and members of the Elementary Education Department, with the Head of the Department or designate serving as coordinator.

5. The academic time-schedule should correspond with the needs of modular, individualized and self-paced curriculum. The present system of granting an I(incomplete) seems to meet the needs of those students who move slower and may not complete all the instructional modules in a given component within the duration of a semester. At the same time, the scheduling and registration arrangements be made for those students who may complete a given component before the end of a semester and may wish to enroll in other course components. The clusters of instructional modules are so sequenced that whenever a student completes a core of learning objectives which roughly correspond with the traditional courses, he may receive the credit for completion. The present system of credit-grading should continue until new systems are evolved, tested and adopted. Currently several major institutions with greater R&D capabilities are experimenting with various systems which will result in some type of standard, unifrom credit system that may be adopted by majority of institutions accross this country.

6. The development and operation of supportive facilities such as Instructional Resource Centers (IRC) and Learning Centers (LC) is an area of yet another management concern. The competency based program requires that students have easy and ready access to these facilities where they may be able to work independently, thereby assuming a major share of learning and mastering competencies on self-directed and self-paced basis. For details on IRC and LC see appendices section at the end of this report.



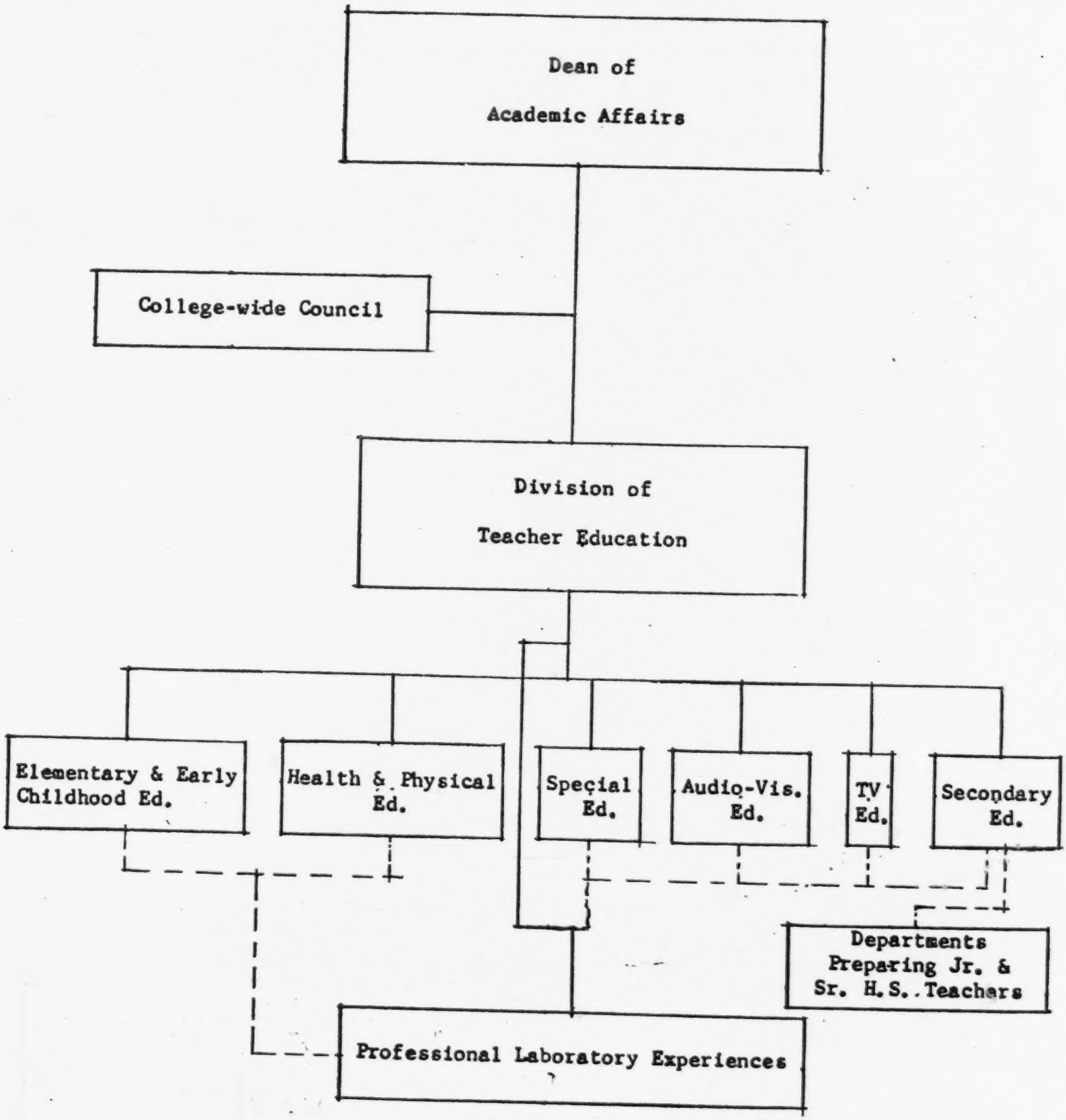
Organization Chart

Norfolk State Colle[illegible]

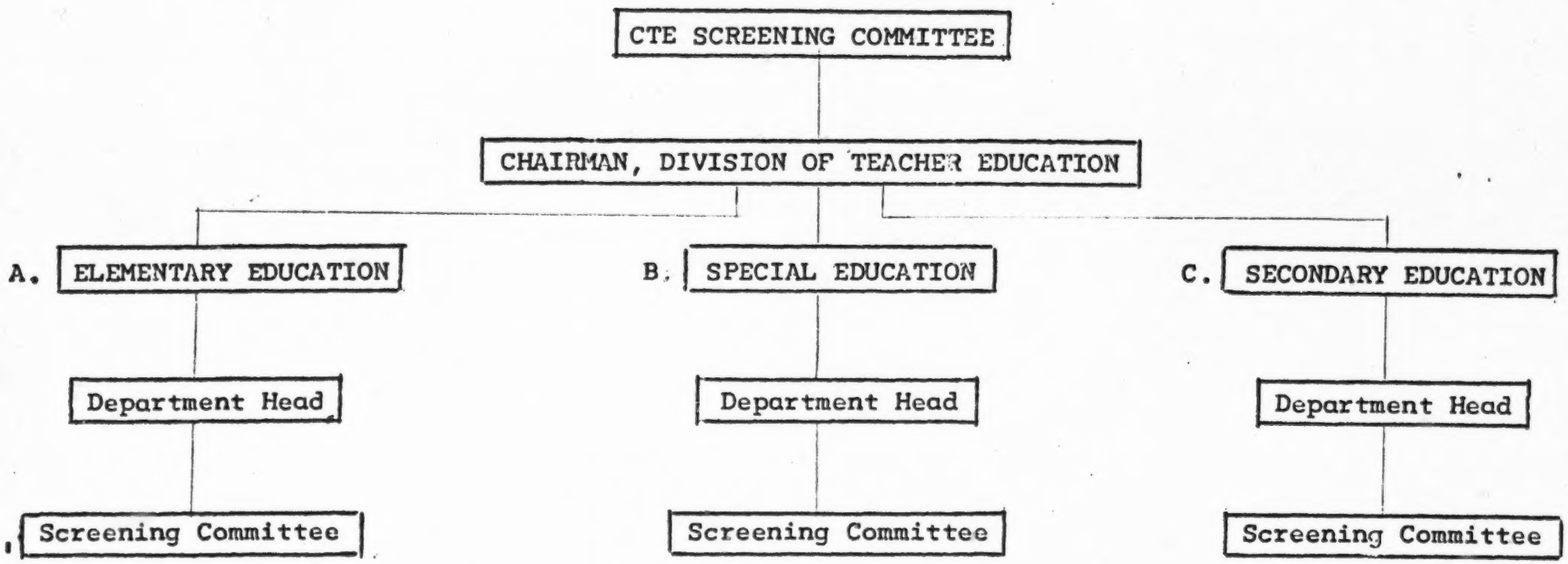
ORGANIZATION CHART

DIVISION OF TEACHER EDUCATION

1968-1969



COLLEGE-WIDE COUNCIL ON TEACHER EDUCATION (CTE)



A. What is to be done before junior-level application for confirmation of Admission to Teacher Education and upper-level status? (See Catalog regulations and intra-departmental guidance procedures)

B. Special problems of applicants to be submitted to CTE for recommendation

C. CTE Screening Committee to confirm Admission to Teacher Education status and upper-level status

D. Others

1. Departments:
   Art Education
   Business Education
   Health, P.Ed., Recreation
   Industrial Education
   Music Education

2. Associates in Education

Special Screening Committee

Arts
Humanities
Sciences

Evaluation And Information Support System

The proposed program is designed to be regenerative, and self-improving because of the continued evaluation and feedback process.

Continuous efforts will made by the program personnel to evaluate the quality of its students and graduates and persons being recommended for professional certification for teaching in the elementary schools.

The main concept guiding evaluation processes and techniques is the degree to which students attain the objectives of the program. Results of the evaluation procedures are used to plan more efficient instruction in courses, provide motivation in teaching-learning processes and situations, indicate bases for educational guidance and suggest new directions and areas in the program which need, revising, mofifying, strengthening and improvement.

To be effective, evaluation should be continuous; it should be comprehensive; it should be cooperative; it should be based on valid criteria; it should be diagnostic; and it should be functional. This is the belief that guides the evaluation program at NSC. This belief will continue to be reflected in the evaluation and information components of the proposed program.

Evaluating student progress and performance: With all of the above facts in mind, the students in the Elementary Education Department at Norfolk State College are evaluated in a variety of ways throughout the four-year program.

a. Teacher-made tests (objectives and essay) are used to judge the amount of use of knowledge in the performance of specific teacher competencies; and to determine the student's ability to select pertinent ideas, relate them, organize then logically, and express them effectively.

b. Recitation and oral reporting are used to help instructors to determine the student's poise, ability to establish rapport with children and adults, use of communicative skills, and ability to organize subject content.

c. Role-playing and situation analyses are used to give students practice in decision-making ranging from policy decisions to decisions regarding classroom performances, strength of problem-solving ability, and the development of desirable attitudes.

d. Written reports and term papers serve to judge students' abilities in composition, handwriting, spelling, methods of expression, use of communicative skills, and techniques of research.

e. Lesson planning and execution as an aid in determining student's knowledge and use of subject matter and children; decision-making ability while performing in simulated situations; poise, manner of delivery, and creativity in developing materials as needed.

f. Oral and/or written reactions to observations of the teaching-learning processes in actual classroom. Video tapes, films, micro-teaching, etc., help students identify teaching techniques and procedures; understand teacher-pupil relations; develop awareness of teacher competencies and use of information; and recognize the effect of physical facilities on the teaching-learning act.

g. Observation (by instructor) of individuals serves as the basis to determine the individual student's performance in demonstrating mastery of teacher competencies as part of the instructional programs in various components and in internship practice in schools; also, attitudes toward himself and others, the profession and continued self-improvement.

h. Graduate Record Examination and National Teacher Examination Scores serve to aid students to know where they rank nationally and to indicate strengths and weakenesses of the total education program--these to be used only as norm-referenced indicators, and not as criterion-referenced which is the basis used in the new program.

i. Self-evaluation and course evaluations are used to identify strengths and weaknesses in students as they progress through the program and to give students an opportunity to evaluate their feelings and attitudes about the program, courses components and instructors.

j. Demonstration lessons with small groups of pupils in schools, churches, or community agencies serve to help evaluate students' teaching performance under a variety of stress situations.

Evaluating the Total Program and its Components: In addition to evaluating individual students performance and progress, a continued assessment of the total program will be carried on by a variety of role groups. The data thus collected will be used to provide feedback on the effectiveness of the program and its various components. Through this process, the various program elements, processes, materials and products will be assessed in terms of efficiency of operation, as well as attainment of the program objectives.

To this end, the following will be emphasized:

1. The process of evaluation will be an integral part of the program operation. Evaluation will therefore become the basis for making decisions concerning changes and improvements on all aspects of the program--its design, its components, its implementation, the personnel involved, and the growth and quality of the program products.

2. Outside evaluators from other teacher training institutions and professional organizations will be periodically invited to study and evaluate the Program Structure, processes utilized, effectiveness of faculty and student progress and performance.

3. Additional feedback information on the effectiveness of the proposed program will be obtained through following of its graduates. The principals of schools employing one or more of NSC graduates will be contacted during the first year of employment and will be asked to evaluate the effectiveness of NSC graduated teachers. The NSC graduates themselves will be selected at random and asked to give evaluations of the program and its various components.

4. Another source of evaluation will be the on-going ties feedback obtained from teachers under training as they progress through the program. Where as formal feedback in the form of annonymous questionnaires will be gathered at end of each semester, informal evaluation and feedback takes place almost daily.

5. The evaluation of each prospective teacher's progress and performance will take two forms: (a) individual faculty student conferences and (b) student written responses to examinations, questionnaires; the emphasis will be placed on checking which objectives and competencies have been met and which ones are still to be achieved? How can the various aspects of the program be improved.

6. Also, evaluated will be at mid-point and at end of the semester the effectiveness of the student experiences and of the assistance provided by the faculty. The semester end evaluations will include the student responses concerning their feelings about their growth as persons and their effectiveness as teachers.

7. Public school teachers and administrative and supervisory personnel with whom students as they participate in a variety of clinical — and field experiences, would provide yet another source of evaluation and feedback on the program. The supervising teachers and principals of schools in which prospective teachers work provide a very useful information on the appropriateness and validity of the program. Both oral and written evaluation will be utilized. Since school personnel participate in scanning and implementing various facets of the program, they have increasingly became moreactively involved in the evaluation process, which is considered to be one of the greatest strengths of the program.

8. Student self-evaluation and peer evaluation is yet another potent source of evaluation and assessment which is frequently utilized. The results of input from various sources of evaluation is utilized in conferences. Students are also asked to evaluate faculty members in terms of their effectiveness; the feedback so obtained is

utilized by faculty members as a basis for planning their professional development.

9. Evaluation of the total program is to be carried on continually by the faculty in addition to all the other sources of evaluation mentioned above. This evaluation may be both formal and informal. Once a year, the entire program is examined in terms of the evaluation feedback received as well as faculty's own appraisal. Needed changes and revisions for improvements are cooperatively discussed, decided upon and effected through a systematically developed management plan.

Summary, Conclusions and Recommendations

Summary. This report consists of two parts: Part I describes the objectives procedures and results of the Implications-Study on the Comprehensive Elementary Teacher Education Models (CETEMS). The objective was to study the implications of the innovative proposals contained in the CETEMS for the purpose of determining their application in improving elementary teacher preparation programs at small colleges such as this one. The criteria developed in terms of NSC needs and applied in studying CETEMS indicated (a) that most of the curricular changes in terms of program organization into larger components of learning, modular instructional materials based on specifically defined teacher competencies, performance criteria for assessment, individualization and self-pacing were quite applicable to small colleges (b) that to accomplish this, a long term effort was needed, (c) that greater degree of additional financial support than currently available was necessary to accomplish the mission of needed change and improvement, (d) that there was a need for a field-centered and practice-oriented program focus in teacher education, and (e) that such a program could be accomplished, in the case of small-to-medium-size institutions, without the elaborate network of systems and subsystems of management, information and evaluation retrieval with then dependance on computerized machinery -- a network of systems which fancy and necessary as they might appear, need to be tested in experiments at some larger institutions with greater R & D capability for further role clarification and operational cost-effective-

analysis before massive application everywhere.

Part II of this report is focused on synthesizing the elements of competency-based approach to teacher education with a view into a new program proposal for Norfolk Elementary Teacher Education Program (NETEP). It was proposed that the NETEP (mini) model be characterized by such features as (a) focusing on objectives and its emphasis upon the sharing process by which these objectives are formulated and are made clear in advance and are used as the basis for evaluating teacher performance, (b) shifting a larger share of the responsibility for learning from teachers to students, (c) increasing efficiency through systematic use of feedback, motivating and guiding learning efforts of teacher trainees, (d) giving greater attention to varying levels of students abilities, interests, needs and aptitudes for learning, (e) relating of learning to more direct objectives to be achieved rather than to learning resources utilized or activities pursued to attain these objectives,(f) Providing first-hand experiences to prospective teachers in being taught in ways they are expected to teach,(g) affording greater flexibility in indivially-paced learning through modular curriculum, and(h) providing greater and more effective integration of teaching theories to practice for mastery of skills and behaviors through a multiple types of field and community experiences which are spread over the entire college program sequence.

To this and, larger blocks of learning in the form of course components for both pre-professional and professional education phases were delineated. The implementation strategy was outlined which included such elements as(a) initial faculty orientation to

CBTE and continued inservice growth on the job, (b) pahsed and gradual program development and implementation of pre-professional phase, thus completing the cycle of operating a fully CBTE program, (c) greater variety of laboratory-clinical experiences in terms of types, and diversity in terms of situations in which these experiences may take place (d) greater cooperation in program development and implementatim with various agencies, particularly the public schools,(e) operation of a competency based Teacher Corps program as a means of testing the new program materials and strategies as well as secruing of additional funds to support the initial developmental efforts,(f) cooperation and sharing of materials developed, strategies utilized and insights gained in solving many of the problems with other teacher training institutions such as the member institutions of the Consortium of Southern Colleges for Teacher Education and others, and (g) continued evaluation of program structure, materials, procendures and strategies as well as the product for feedback analysis and revisions for improvement.

Conclusions: The following is a list of conclusions which are based on this project staff's efforts relating to the CBTE program development and implementation:

1. The CBTE approach appears to be philosophically and pedagogically not only sound but feasible. The task involved is gigantic but can be accomplished if undertaken with total commitment and completed as a lon-term project. The faculty, the cooperative personnel from public schools and other agencies, and the teacher trainees appear not only to be receptive to the porposed program

structure and processes but also are very enthusiastic participants in the development and implementation effort. The overall client approval from students, public school personnel, parents, and state Department officials has been highly positive and encouraging.

2. The suggested program and its development and implementation strategy seems to indicate that the overall objective of the program will be met when the program is fully developed and operated as a CBTE program as proposed.

3. The students seem to like the individualized and self-paced learning approach provided for by the modular-curriculum; with proper facilities guidance and flexibility of time variable, students can and want to meet the performance criteria specified for teacher competencies expected of them, and at the same time they do so by enjoying the alternative instructional routes which are made available and suitable for their individual learning styles.

4. The experience thus far of this project staff appears to reinforce the results of the feasibilities studies completed by CETEMS teams in that the initial cost per student for the program development and implementation requires additional funding support. However, the cost of sustained operation after the development phase of the program has been completed is going to be no higher than at present; it appears at the same time that the quality of teachers who are prepared at this College will be raised considerable.

5. There appears to be a sizable member of students who are able to meet the performance standards for certain specified competencies with little or no formal instructional activity. They either already possess these competencies or can do so with less instructional

support then provided even in the current traditional program. The CBTE encourages a greater degree of learning, and thus tends to enhance the rate of progress for many a student. Modular curriculum seems to permit students to avoid needless repetion of materials and instructional activities they already know and frees them to move on to more advanced level of competencies or to other learning objectives.

6. There is a need for total institutional commitment toward CBTE. With such support available, many of the formidable problems of management, facilities, finances and fuculty participation are minimized if not fully eliminated.

7. The support of public schools is a very vital and crucial element of the porposed program. Without the active support and participation of school systems, a CBTE simply cannot be fully implemented.

Recommendations. Inasmuch as this study was an initial attempt to study the CETEM programs and design an outline of framework for the new program for Norfolk State College, it appears that certain recommendations are in order so tha an effective inplementation effort may continue to be pursued, some of the ore appropriate ones are listed below:

1. Continuous provisions be provided for the in-service growth of all personnel involved so that they are able to meet the demands of the new roles expected of them in the CBTE.

2. Reorganization of the grading system and enrollment procedures should be studied more thoroughly, and a system consistent with the CBTE concept be adopted as soon as practical.

3. As greater number of the program commpnents are developed and operated as competency based, modular programs, the management and evaluation support systems be re-organized in order to meet the newer needs generated by the proposed program. Specific studies be made and provisions provided of such managements elements as enrollment and record keeping, monitoring student program, checking availability, of space and instructional media; The learning and Resource Materials Centers be established as soon as possible.

4. The progress on the program development and implementation effort be continuously evaluated to identify areas of weaknesses and strengths; also the results of such developmental and evaluative efforts be shared with other institutions engaged in similar developmental efforts. An example of

of these institutions may be those which are members of the Consortium of Southern Colleges for Teacher Education. Through the pooling of resources, experiences, expertise and materials, it is reasonable to expect that the long-term objectives of CBTE may be achieved earlier than projected in the time line for this project.

APPENDICES

APPENDIX A

The Comprehensive Elementary Teacher Education Models (CETEMS)

The CETEMS represent ten sets of program models which were developed under a massive funding support from the U. S. Office of Education, Washington, D.C. The Phase I reports included ten sets of blueprint proposals for preparing elementary teachers. Phase II reports contained the results of feasability studies of these program models. The program reports were completed during the period, 1967 - 1969, and are available from the Bureau of Research, U. S. Office of Education and/or from the institutions that developed the program proposals. Given below is a full bibliographic information on the CETEMS.

1. Florida State University, A Model for the Preparation of Elementary School Teachers, U. S. Government Printing Office, Washington, D. C. 1968.
2. Georgia, University of, Gerogia Educational Model Specifications for the Preparation of Elementary Teachers, U. S. Government Printing Office, Washington, D.C. 1968.
3. Massachussettes, University of, Model Elementary Teacher Education Program, U. S. Government Printing Office, Washington, D.C. 1968.
4. Michigan State University, Behavioral Science Elementary Education Program, U.S. Government Printing Office, Washington,D.C 1968.

5. Northwest Regional Education Laboratory, A Competency-Based, Field-Centered Systems Approach to Elementary Teacher Education, U. S. Government Printing Office, Washington, D.C. 1968.

6. Syracuse University, Specifications for a Comprehensive Under-Graduate and Inservice Teacher Education Program for Elementary Teachers, U. S. Government Printing Office, Washington, D.C. 1968

7. Teachers College, Columbia, A Model of Teacher Training for the Individualization of Instruction, U.S. Government Printing Office Washington, D.C.

8. Toledo, University of, Educational Specications for a Comprehensive Elementary Teacher Education Program, U.S. Government Office, Washington, D. C. 1968.

9. Wisconsin, University of, Wisconsin Elementary Teacher Education Project, University of Wisconsin, Madison, Wisconsin, 1968.

10.

APPENDIX B

Consortium of Southern Colleges
For Teacher Education
Member Institutions

The following is a list of institutions which are engaged in a cooperative effort involving sharing of experiences, expertise, resources and materials related to CBTE.

1. Clark College, Atlanta, Georgia; Dr. Pearly Dove, Project Director
2. Florida A & M University, Tallahassee, Florida; Dr. Lilly Davis, Project Director
3. Jarvis Christian College, Hawkins, Taxas; Dr. Cecil Powell, Project Director
4. Livingston University, Livingston Alabama; Dr. Howard Fortney, Projector Director
5. Norfolk State College, Norfolk, Virginia; Dr. M. Sharif Hafiz, Project Director
6. N. C. Central University, Durham, N.C. Dr. Norman Johnson, Porject Director
7. Shaw University, Raleigh, N.C. Dr. N. M. McMillan
8. S. C. State College, Orangeberg, S.C.; Dr. Alba Lewis, Project Director
9. Tennessee State University, Nashville, Tennessee; Dr. M. Williams, Project Director
10. Xavier University, New Orleans, La; Dr. Julian Parker, Project Director

A detail description of the consortium goals and objectives and organizational structor is given as follows:

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C. James Dyer

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N. M. McMillan

S. C. STATE COLLEGE
ORANGEBURG, S. C.
Isaac C. Bracey

TENNESSEE A&I UNIVERSITY
NASHVILLE, TENN.
Dorothy Draper

XAVIER UNIVERSITY
NEW ORLEANS, LA.
Franc Rice

For information on the Consortium and activities related to performance-based teacher education programs write:

Consortium Central
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NORTH CAROLINA CENTRAL UNIVERSITY
Durham, North Carolina 27707

ABOUT THE CONSORTIUM

The Consortium of Southern Colleges for Teacher Education is a group of ten small colleges who have a mutual interest in the development of model prototypes of performance-based teacher education programs. The interest of this group developed as a result of an invitation to each school to engage in similar limited research into the usability of all or parts of the U.S.O.E. Teacher Education Project, Phase I, Model Elementary Programs. The initial study was carried out with a high level of success during the 1969-1970 school year. Two conferences involving the Model builders, the teacher education staffs of consortium members, U.S.O.E. personnel, and other selected consultants and speakers highlighted a year's study. Extended travel, for on-site visits to the schools directly associated with the Model builders during that year, gave added perspective and insight into the probable usefulness of ideas found in the model elementary programs.

Although originally research efforts were directed toward the development of model elementary programs only, many Consortium school's programs are now focusing on the development of a model for teacher education encompassing both elementary and secondary levels. These models will utilize systems design techniques and will have the following features: (1) personalized and individualized instruction, (2) simulated professional laboratory experiences, (3) clinical experiences, (4) modular instructional components, and (5) research oriented structure.

Each Consortium school during the first year was formulating a model of its own, discovering directions in which it wished to develop within its own constraint matrix. Additional participation in performance-based teacher education activities in the Teacher Corps and in conferences called by the Model builders has given the Consortium members added expertise and opportunity to develop.

On January 10-13, 1971, the Consortium sponsored a successful work conference which was designed to provide assistance to each member school for the implementation of its own stylized model by exchanging problems encountered, solutions determined and materials employed. Workshops on early laboratory experiences, teacher pupil interaction, the human relations component in teaching, developing hierarchies of educational content and objectives, building instructional modules, technical skills in teaching, and planning learning laboratories were some of the thirteen foci of the conference.

Funded by the National Center for Educational Research and Development of the U.S.O.E., the design and implementation of performance-based programs of teacher education has gone forward in the Consortium. Dr. James P. Steffensen and Miss Shirley Steele of NCERD have assisted in seeking funding and providing leadership for the group.

IN THE FUTURE

The Consortium of Southern Colleges for Teacher Education looks to the future with great optimism. In teacher education the Consortium sees reform that will result in programs which will be totally accountable for their products.

As an aid to each other and small schools with limited resources as themselves, the Consortium members plan to establish "ideal demonstration centers" such as an individualized learning laboratory, a clinical experiences simulation laboratory, and a human relations and group dynamics laboratory. An information and materials dissemination center is seen as another immediate goal for the group. This activity will be coordinated with agencies having similar functions but will focus on ideas for use in settings with low R&D capability.

The development of functioning efficient, performance-based teacher education programs which are transportable to comparable institutions is the ultimate goal of the Consortium. In-Service training subsystems, management subsystems, and materials production subsystems are seen as desirable concomitants of future activity of the group.

Appendix C

Student Flow Through the Program

The purpose of this report is to bring together certain of the specifications in such a manner that structure, sequence, procedural elements and relationships become clear. It is accomplished by providing the reader with a detailed description of how certain components (and intra- as well as inter-component elements) of the program model will appear to an observer when the program becomes fully operational. In the pages that follow, therefore, a student flow through the proposed program is described from the freshman year to the senior graduating year.

Recruitment. Most students who eventually enter the model program will have their first encounter with it when they are seniors in the high schools. Announcements regarding the new program will be sent to high schools for display on the bulletin boards. These will be followed by visits to schools by the elementary education faculty members at NSC as a part of this College's recruiting teams. Through these approaches, the new program will be described with all of its innovative features as well as the merits and problems which go along with the instructional procedures that are characterized by the use of individualized, self-paced learning and the use of media and technology as well as the newer systems for diagnosis, prognosis, treatment and evaluation.

Candidacy for the Program. Upon being accepted for general college admission, the freshman students wo would have declared their intentions for majoring in elementary education will be required to make a formal application for candidacy for the Elementary Teacher Education Program. The students will be further provided

with orientation, in large-group and small-group situations. to the specifics of the program in Elementary Education. Each student will be assigned to a faculty advisor who will guide the student throughout the college career involving both the general education as well as professional education phases in elementary education. The student will enroll during the Pre-Professional education Phase I (in general education) including the Career Decision Seminar Component. It is through the Career Decision Seminar component of the model program that students would become acquainted with the details of the teaching profession, the world of the classroom teacher through observation and/or teacher aides as well as tutoring experiences, and the modularized instructional approach as a sample of the professional education Phase II of the model program. The student will be formally admitted to the professional phase of the NETEP model on the basis of:

1. Attainment of competencies in the Career Decision Seminar
2. Successful completion of Phase I general education course components.
3. Recommendation of selection committee based on review of students performance, attitude and interest, and interview.

After being admitted formally to the program, prospective teachers will continue to pursue a series of instructional modules in the various components of professional education, Phase II. The emphasis will be placed on individualized and self-paced learning a and demonstration of the attained teacher competencies in a variety of situations: simulated and micro-teaching and tutoring in public schools at homes and in various of community suttuations. The completion of the Professional Phase II components is culminated by the extended full-time internship practice in the public schools during the final semester of the senior year.

The attainment of competencies on the part of prospective teachers is judged on the basis of three-fold criteria: (1) Knowledge criterion to assess the cognitive understanding of the teaching theories; (2) performance of teaching skills in applying these theories and (3) product criterion as an indication of a student's ability to bring about desired learning by the pupils he may teach. Increasingly greater emphasis in the professional education Phase II is placed on the (b) and (c) levels of the criteria. When all of the required competencies in various components of the program. The student will be recommended for graduation with a B.S. degree in Elementary Education.

Candidate Selection. The area of candidate selection for teacher education in a competency based approach with emphasis on exit rather than entrance requirements presents philosophic as well as practical problems. It is a fact that no matter how comprehensively designed a program of teacher education may be, the quality of its products (graduates) which it produces is related in direct proportion to the people who enter the program. Therefore, it becomes important that teacher trainees for the NETEP be carefully chosen on the basis of the needs, background for, and interest in becoming a teacher. Such a selection becomes necessary because, among other things, it is the calibre of teacher candidates that would determine the nature and quality of the curricular program, instructional resources, and teaching strategies required to help them attain the specified competencies. It is toward this end that a carefully drawn progran of student selection, orientation and retention in, and for redirection and counseling out of, the new program is considered here with all its implications.

The candidates for the proposed elementary program may not be formally admitted to the program until the third (junior) year of their college education. The candidate pool from which prospective elementary teacher trainees are selected may consist of those students who have demonstrated certain tested abilities, exhibited genuine interest, and other.

Tentative though it is at present, some of the more relevant elements of the criteria for student selection are specified. It is understood that the criteria which follows will and should undergo continued evaluation and necessary revision for their predictibility for success in the proposed program and the effective performance of graduates as teachers thereafter.

1. Among the physical traits, the teacher candidate should be:

   a. Generally healthy and energetic and present a physicians comprehensive physical examination report which should be thorough and designed from the standpoint of comprehensiveness.

   b. Free of abnormalities or disfiguration which might preclude a candidate's success as a teacher.

   c. Free from illness or disease which might threaten the general well-being of other members of the college community.

2. As for the mental and personality characteristics, the candidates should possess the following abilities as shown by performance in tests, courses and other activities yielding necessary information:

   a. A reasonable acceptable score on such tests as the Minnesota Teachers Attitude Inventory (MTA), Edwards Personal Perferences Schedule (EPPS) Strong Vocational Interest Inventory (SVII), and the School and Colleg Ability tests (SCAT). A minimum acceptable score for these tests will be arrived at through consultation on the part of the faculty involved, as well as by an examination of the normative data provided with these tests. These measures are to be used in conjunction with a student's performance and behavior as determined by faculty observation, student self-evaluation and peer assessment.

   b. An accumulated grade-point average of 2.00 out of 4.00 in the first two years work at the college.

   c. A demonstration of satisfactory performance in the Career Decision Seminar Component which will involve experiences in studying teaching as a profession, observing classroom teaching, performing simulated teaching and other activities involving working with children.

   d. An interview with the specially-composed selection committee consisting of two elementary education faculty members, and a counselor from the college's general admission office. The rationale for such a committee is that in case a candidate fails to meet the criteria for selection, the committee may serve as an instrument in assisting the student in redirecting his abilities to pursue another vocational interest. Among the functions of this committee may be to examine carefully each student candidate for such personal, mental and physical characteristics as are necessary for effective teaching performance in the elementary school.

Among the attributes to be evaluated through the interview may include such affective qualities as the following: (a) overall perceived impression of personality, (b) receptivity toward innovative teaching techniques, (c) prediction for successful performance in the new program, (d) emotional stability and mental health, (e) adjustment and flexibility, (f) openness and friendly

attitudes and (g) most of all communicative proficiency (the fluent use of the Standard American English). The following is an example of a check list to be used by the selection committee interviewing the student candidate.

CANDIDATE SELECTION--PERSONAL
INTERVIEW CHECK-LIST

Characteristics	Low	to	High
Communication Skills (verbal facility)	1	2	3
Warmth and friendliness	1	2	3
Physical health and vitality	1	2	3
General appearance and grooming	1	2	3
Confidence and poise	1	2	3
Emotional Stability	1	2	3
Motivation for and interest in teaching	1	2	3

For the personal interview to be as objective as possible, however, it is suggested that the committee members may not examine the test scores or other performance data until the interview has been completed. When the average of the interview ratings is projected in a profile form, it would add a substantive feature to the other available data for candidate selection for the new program for elementary teachers at this College.

Also, such a comprehensive approach toward candidate selection and admission to teacher education would help identify candidates with minor deficiencies. These candidates may be entered in the program on the condition that they make up the deficiencies through appropriate remediation and other corrective measures as may be needed.

It must be emphasized that the purpose of this suggested candidate selection criteria is to screen students for guidance and diagnostic purposes, and to assist students to make wise and sound career choices. However, should a student persist on pursuing a career as a teacher against Selection Committee's advice, he should be permitted to do so. After all, he will graduate from the program only when he has demonstrated the achievement of all the teacher competencies specified for the program.